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AUTHOR Hodgson, Thomas F.; Lutz, Larry
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ABSTRACT

This study analyzes the enrollment patterns and academic achievement of 2,615 undergraduate students entering the University of Washington Educational Opportunity Program between fall quarter 1969 and summer quarter 1973. Categories chosen for data summarization were: ethnic composition, sex, admissions eligibility, and average quarterly credits. Findings of the study indicate: (1) Enrollment increased rapidly over the four-years under study. (2) Black students, the largest group, experienced a rapid early buildup in number enrolled followed by an equally rapid leveling off. (3) Interms of admissibility, students entering directly from high school had the lowest percentage of those regularly admissible. (4) A majority of the Asian American students enrolled as regularly admissible students. (5) EOP students achieved an average UW cumulative grade point average of 2.2 and completed 10.3 credits per quarter on the average for a four-year period. (6) There were startling differences in academic performance across EOP students as a whole over the course of the four years. More than 400 students enrolled on the average for 12 credits per quarter but completed only 2.3 credits per quarter with a UW cumulative GPA of 1.0. (Author/MJM)

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A Study of the Academic Records of All Students Enrolled in the UW Educational Opportunity Program: Autumn 1969 through Summer 1973

Thomas F. Hodgson

Larry Lutz

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Institutional Educational Research Report 142

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SUMMARY

This study analyzes the enrollment patterns and academic achievement of 2,615 undergraduate students entering the UW Educational Opportunity Program between Fall Quarter 1969 and Summer Quarter 1973. It seemed important to analyze and interpret the basic data in several different ways in order to determine what student characteristics, if any, were associated with variations in both enrollment and achievement. Consequently the following categories, descriptive of students, were chosen for data summarization.

1. by ethnic composition--Black, Chicano, Asian American, Native American, White (Economically Disadvantaged)
2. by sex--men and women
3. by admissions eligibility--six different groups based on prior educational background
4. by average quarterly credits earned--0 to 4, 5 to 9, 10 to 14, and 15 or more credit hours.

Achievement measures were limited to such traditional and objective factors as credits attempted and completed, cum. GPA, graduation rate, academic dismissal, etc. In general, the findings are:

Enrollment

1. Enrollment increased rapidly over the four years under study as evidenced by 426, 693, 709 and 787 students being admitted for the successive academic years of 1969-70, 1970-71, 1971-72 and 1972-73.

2. Black students, the largest group, experienced a rapid early buildup in number enrolled followed by an equally rapid leveling

off. Asian American and Native American students demonstrated a moderate though steady enrollment increase while the White students were characterized by few admittees in the first three years but a substantial increase in the fourth year.

3. In terms of admissibility, students entering directly from high school had the lowest percentage of those regularly admissible--41%. Of those entering as transfer students, 66% were regularly admissible.

4. A majority (72%) of the Asian-American students enrolled as regularly admissible students. No other ethnic group exceeded 50% on this criterion.

5. Men were recruited more successfully than women: the former comprised 59% of all EOP students. (This percent is close to the comparable all-undergraduate figure of 61%.) EOP women students, however, generally offered stronger entrance credentials than did EOP men.

6. A high percentage of EOP students, 90% of the total, were enrolled in the College of Arts and Sciences. (The comparable figure for all undergraduates was 70%.) Of the EOP students who enrolled in UW colleges and schools other than A&S, about 80% were transfers from other institutions.

Achievement

7. EOP students achieved an average UW cum. GPA of 2.2 (comparable all-undergraduate figure is 2.8) and completed 10.3 credits per quarter on the average for the four-year period. Sixty-seven percent maintained a passing GPA (2.0 or greater) with 17% exceeding a "B" average (3.0) and 12% falling below a "D" average (1.0).

A 50% sample of the records of EOP students admitted to the UW in 1972-73 were examined (to test for the most recent achievement effects)

and disclosed that the UW cum. GPA for this particular group was slightly higher (2.4) than for all EOP students in the study; however, the form of the GPA distribution with its highs and lows remained about the same as that for the total study group.

8. There were startling differences in academic performance across EOP students as a whole over the course of the four years. More than four hundred students (about 18%) enrolled on the average for 12 credits per quarter but completed only 2.3 credits per quarter with a UW cum. GPA of 1.0. In contrast, over two hundred (10%) enrolled on the average for 17 credits per quarter and completed 16.1 with a cum. GPA of 3.0.

Examination of student characteristics associated with differential performance identified only admissibility status at entry as a significant correlate. Regularly admissible students, especially those entering from high schools, earned proportionately more academic credit with a higher GPA than did students admitted on a discretionary basis.

9. Women EOP students either equalled or slightly exceeded their male counterparts in all achievement comparisons. This is in conformity with the findings for all undergraduates at the UW.

10. Achievement differences among ethnic groups exist to a degree but the differences tend to be small. An appraisal of academic performance considering all measures taken together, however, identifies Asian-American students as the most successful ethnic group. As noted earlier the Asian-American group was comprised largely of students who were regularly admissible to the University and a favorable academic experience could be anticipated.

11. Recently gathered data on EOP students admitted to the University during the period of Fall 1973 through Fall 1974 indicate that fewer students

entered as high risk entrants. This should lead to stronger overall achievement in the future. Whether or not the new selection process will substantially reduce the achievement gap between EOP undergraduates and the total undergraduate body remains to be seen, given that the University recently stiffened entrance standards for the freshman class, a result likely to edge the achievement of all undergraduates even higher than at present.

A STUDY OF THE ACADEMIC RECORDS OF ALL STUDENTS ENROLLED IN THE UW EDUCATIONAL OPPORTUNITY PROGRAM: Autumn 1969 through Summer 1973

Introduction

In the late 1960's, President Charles Odegaard established the Special Education Program (SEP) and charged it with the dual responsibilities of recruiting minority or disadvantaged students and organizing special educational mechanisms to assist them in their University studies. The first class of SEP students, 257 undergraduates, enrolled in Autumn Quarter 1968 under the guidance of Dr. Charles Evans, interim program administrator. The program has developed vigorously since that time, enrolling a total of 2,580 students, both graduate and undergraduate, in Autumn Quarter 1974.

Renamed the Educational Opportunities Program (EOP) in 1970 and reorganized as a division of the University, the program came under the administration of Vice President for Minority Affairs, Dr. Samuel E. Kelly. Shortly thereafter the EOP began organizing its program around a number of administratively distinct subgroups to reflect an expanding and ethnically diversified student population. Consequently five EOP subdivisions were established respectively for Black, Chicano, American Indian, Asian-American, and Economically Disadvantaged (White) students.

Origin of Present Study

In 1972, the Board of Admissions, Scholastic Standards, and Graduations, through its EOP Admissions Committee, requested that an extended analysis of EOP student progress be made, in order to assess the degree to which program outcomes matched program expectations.

The Office of Institutional Educational Research (IER) was asked to conduct the study. Project responsibility was assumed by Dr. James Morishima, but upon his resignation from IER in 1973, passed to Dr. Thomas Hodgson. Dr. Morishima, however, has continued to offer advice about the project and has been instrumental in arranging for three graduate students (Mel Collins, Larry Lutz and George Miller) to provide considerable assistance in the organization and analysis of the data.

Previous Studies

Two studies of the UW Educational Opportunity Program, completed within the past three years, provide background information for the present project. The first of these, a master's thesis entitled, "University of Washington Opportunities Program Exploratory Study" by Mel Durand et al., 1972, included 1) excerpts of interviews with an unspecified number of UW students and faculty members, and 2) an analysis of a sample of EOP transcripts covering Autumn 1969 through Spring 1971. The interviews were conducted simply as pre-tests for a possible future research investigation and need not be discussed here. The purpose of the transcript analysis was to determine 1) the overall academic progress of the students, 2) the relationship between grades in remedial English courses and grades in courses likely to require a great amount of reading, e.g., literature, history, etc., 3) the percentage of EOP students from different admissions groups who achieved above 2.0 UW grade point averages, and 4) possible differential performance in ethnic study courses compared to ethnic courses.

Results from the analysis of 279 transcripts indicated that the mean number of credits earned per quarter from Autumn 1969 through Spring 1971 was 9.6. It was estimated that EOP students enrolled for three quarters per year would on the average take 18+ quarters or 6+ years to earn 180 credits necessary for graduation. It was found that of the several distinct

admissions groups, transfer students with an entering GPA greater than 2.0 earned an average of 11.2 credits per quarter and came closest to the program's expected progress norm of approximately 12 quarter credits.

Correlations were negligible between grades in remedial English courses and grades in subsequent courses requiring a great amount of reading.

Approximately eighty percent of the group maintained a minimum grade point average greater than the 2.0 necessary for graduation.

EOP students achieved higher grades in ethnic courses than in the more traditional courses. One hundred sixty-nine students who had enrolled in one or more ethnic courses achieved a group GPA of 2.7 in such courses as compared to a GPA of 2.2 in non-ethnic courses. The researchers suggested two possible reasons for the difference: first, a potentially greater student interest in ethnic courses; second, the possibility that more liberal grading is accorded these courses.

The second study, Report of the Subcommittee on EOP Admissions Criteria, (Evans, Morishima et al., April 26, 1972) covered the same time span as the first study but was broader in scope. The study, covering the records of 307 students, analyzed the relationship between mean entering GPA's to cumulative UW GPA's; contrasted the number and percentage of students entering directly from high school as compared with transfer students; examined the relationship of number of credits earned to previous academic standing either in high school or prior colleges; reported the incidence of low grades and low scholarship citations; and studied the characteristics of students who earned 10 or more credits per quarter while attending the University of Washington.

General conclusions from the study are: low correlation exists between GPA's before admission to the UW and subsequent UW cumulative GPA's; there was little difference between native and transfer students' entering GPA's; low correlation exists between GPA's before entry and number of UW quarters attended; students earning 10 credits or more per quarter have on the average higher entering GPA's and higher cumulative UW GPA's than other EOP students who maintain a lower progress rate.

The Research Design

The present study has been designed to examine the relationships between demographic characteristics and UW post-entry academic performance of 2,615 undergraduate EOP students who were enrolled for the period Fall Quarter 1969 through Summer Quarter 1973. The following descriptive arrangement was selected to provide a framework for data summarizations about enrollment patterns and group achievement of these EOP students:

Ethnic Groups

Asian American
Black
Chicano
Native American
White (Economically Disadvantaged)

Admissions Groups

Group I. Direct entry from high school with entrance GPA $\geq$ 2.50.
Group II. Direct entry from high school with entrance GPA 2.49-2.00.
Group III. Direct entry from high school with entrance GPA $<$ 2.00.
Group IV. Transfer from 2-yr. or 4-yr. college with entrance GPA $\geq$ 2.00.
Group V. Transfer from 2-yr. or 4-yr. college with entrance GPA $<$ 2.00.
Group VI. Qualified for entry through General Education Degree (GED).

Sex

Male
Female

UW College of Last Attendance

Architecture

Arts and Sciences
Business Administration
Education
Engineering
Fisheries
Forest Resources
Nursing
Pharmacy

Average Number of Credits Earned per Quarter

0-4
5-9
10-14
3:5

The following measures of achievement, drawn from student transcripts, were selected for analysis against each of the summarization categories just described:

Average number of credits earned per quarter
Average number of credits attempted per quarter
Cumulative UW GPA
Withdrawal from the UW
Graduation from the UW
High scholarship citations
Low scholarship citations
Academic dismissal (dropped)

Achievement measures (e.g., cum. GPA) were computed through electronic data processing for each category (e.g., Asian American) within a group (e.g., Ethnic). The achievement values were examined for differences among categories and interpretations offered for any differences observed.

Attention is drawn to the fact that, unlike other common research designs, this one deals with *populations* and not *samples*. Observed achievement values are the "true" values for the population under study — and therefore not subject to sampling error. Tests of statistical significance are not required. The importance of any difference, as in the case of inferential statistics, is dependent upon its direction and size, and still remains a matter of reader judgment.

Procedures and definitions used in this study follow those set forth by other UW offices with the exception of two: assignment of students to Admissions Groups, and definition of "credits attempted." Assignment of students to Admission Groups I, II, etc. is done solely on the basis of entering GPA's (either high school or other college) and without regard to previous deficiencies in course work.

"Credits attempted"* includes all grades earned by students (A, B, C, D, E, EW, PW, I, N, X, S, CR, NS, NC, and Audit.) Only course work in which the student officially withdrew within the first two weeks of the quarter is excluded from computations. This latter definition was used to provide a realistic appraisal of quarterly course load attempted.

Transcripts, with student identifying information removed, were keypunched and verified by an outside agency. Internal validation checks confirmed that keypunching errors were inconsequential. Computer programs were checked with benchmark or synthetic data to validate the logic. The resultant computer output was handchecked against a 33% sample of transcripts on 27 separate achievement computations. The deviations of sample values from population parameter values were so small as to be easily interpreted as chance fluctuations.

During the design of the computational phase of the study, it became clear that with additional effort it would be possible to write computer data formats to allow for continuous updating of future transcript information, thereby providing a system for analyzing the progress of EOP students at future points in time.** Though delaying completion of the

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*This definition should not be confused with the Registrar's category of Total Credits Graded (TCG) which excludes PW, I, N, X, NC, NS and Audit grades.

**See Appendix.

project somewhat, this step was taken in order to capitalize upon the extensive data processing activities demanded by the research design.

Results*

Enrollment Trends

Over the 1969-73 period the separate ethnic groups displayed different enrollment patterns. (Table 1 and Figure 1) Black students, comprising 52% (N = 1,361) of the total enrollment experienced early rapid increases but then leveled off in the last two years. Both Asian-American (19%; N = 492) and Native American (10%; N = 262) students showed reasonably constant rates of increase, though the rate increase for the former is the higher of the two. Chicano (15%; N = 393) students entered the University in approximately equal numbers over the four years. White (4%; N = 106) students were too few in number to provide any trend information.

If one examines enrollment totals, it is seen that transfer students (51%) and high school entrant groups (46%) were almost of the same size. Only a small fraction (3%) entered with GED credentials. (Table 2)

In the case of EOP high school entrants, the regularly admissible Group I was the largest single group (479) but formed only 41% of Groups I, II and III combined. For EOP college transfers, the regularly admissible Group IV (876) represented 66% of all EOP transfer students. (Table 3 and Figure 2--lower right corner.)

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*To simplify discussion, reported figures will be rounded to a single decimal point in the text, though often shown to two decimal places in the tables.

EOP high school entrants as a total group registered an average entrance GPA of 2.3. The comparable GPA for all EOP transfer students was 2.2 (Table 4).

If one examines membership in admission groups by ethnic origin it is seen that the proportional distributions among groups are reasonably similar except in the case of the Asian-American students (Figure 2). Generally each ethnic group enrolled the largest percent of its students in Group IV, the regularly admissible transfer group, with the remainder scattered throughout other groups. The Asian-American students remained the exception to this pattern and were as successfully recruited into Group I, the regularly admissible population from high school (37%) as they were into the comparable Group IV transfer group (34%).

An enrollment breakdown by women and men indicated that the former were fewer in number (1,081 or 41%) but nevertheless offered the strongest entrance credentials (Table 2 and Figure 3). Women are proportionately underrepresented in the higher-risk entrance groups (Table 3) and as a consequence enter the University, either directly from high school or as college transfers, with higher gpa's than men. (Table 4)

Achievement

A number of transcript entries traditionally viewed as indicators of student academic achievement are summarized separately in the following section for: admissions groups, ethnic groups, sex, UW college or school enrolled and level of quarterly credits earned. The transcript entries include such academic actions as high or low scholarship citations, graduation, withdrawal, etc., along with progress measures of credits and GPA earned. Where useful, details of grade distributions are introduced to amplify general findings.

Admissions Groups. Of the several breakdowns examined, performance differences associated with the admissions group at time of entrance are possibly the most striking (Table 5 and Figure 4). Group I high school entrants (admission GPA equal to or greater than 2.5; N = 473) are the most successful achievers among all EOP high school entrants. Proportional to the size of the group, fewer have withdrawn, received low scholarship citations or been dropped. Conversely a larger proportion has been graduated* and cited for high scholarship. The average UW cum. GPA for Group I is 2.4, a result directly interpretable from Table 6 and Figure 5 showing a relatively small percentage of I, PW, D and E grades in contrast to A, B and C grades for this group.

Group III high school entrants (admissions GPA's less than 2.0; N = 262) fare much poorer in comparison, given their proportional representation among all EOP students. The withdrawal rate, percent of low scholarship citations, and drop rate are disproportionately large. The number of high scholarship citations and successful graduates is comparatively low. The average UW cum. GPA for Group III is 1.9. The low GPA for the group is apparent from Figure 5 where the percent of A's earned, 11%, is totally offset by an equal percent of E's.

The intermediate high school entrants, Group II (admission GPA's between 2.0-2.5; N = 403) do not fare much better than their Group III counterparts (Figure 4). The percent of low scholarship citations and drop rates are disproportionately high, although the withdrawal rate is close to expectation. The percent of high scholarship citations is low.

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*The graduation rate for all EOP students classed as "high school entrants" in this study is limited because many had not been enrolled long enough for graduation to occur.

However, Group II's average UW GPA (2.1), unlike that of Group III, exceeds the passing mark (Table 5). Although one might have expected higher performance levels for Group II, it should be remembered that the average high school entrance GPA of regularly admitted UW students for the comparable period was 3.2*. This large and academically well-prepared group doubtless sets the institutional grading standard and students less well prepared suffer in comparison.

EOP college transfers to the UW are included in two admissions groups: Group IV with an entry transfer GPA equal to or greater than 2.0 and Group V with an entry GPA less than 2.0. Differences between the groups on the several UW academic measures are not nearly so pronounced as in the preceding comparisons (possibly attributable to a greater similarity in high school background) but on balance Group IV is superior to Group V. For example, the percent of low scholarship citations and drops are disproportionately low for Group IV while high for Group V (Figure 4). Percent high scholarship citations is proportionately better for Group IV than for Group V. Group IV achieved a UW cum. GPA of 2.4 and Group V, a 2.1 Group IV's edge over V in grade performance can be seen in the detailed grades from Table 6, though the difference is more pronounced for students enrolled in Arts and Sciences than for those enrolled in the other colleges.

Group VI entrants (General Education Degree; N = 91) generally perform close to expected values on all academic actions but the withdrawal rate seems somewhat high. Group VI's UW GPA is 2.1, similar to the value for group II and V (Table 5). An examination of Table 6 discloses that none

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*J. Morishima and C. Dickinson, An Analysis of Freshman Grading Patterns from 1960-1971, OIER Report #183-1, January 15, 1973.

of the 91 students in the group were enrolled outside of Arts and Sciences at the time of data gathering though some may have done so subsequently.

The average number of credits earned per quarter for admission groups ranges from a high of 11.6 to a low of 8.0 (Table 5) even though the average credits attempted varies little over groups. The two regularly admissible groups (I and IV) achieved the best records for completion of coursework begun.

Ethnic groups. There are academic performance differences among ethnic groups which are detectable (Table 7 and Figure 6).

Black students, in proportion to their group size, graduated at a higher rate*, earned quarterly credits and GPA at about the average of all EOP students, but fared less well on most other performance measures. The number of students receiving low scholarship citations and students dropped are more than expected while the number of students receiving high scholarship citations is less than expected (Figure 6). Cumulative UW GPA is 2.2 for Black students.

Asian-American students achieved near or above average levels on all measures, a result to be anticipated since 72% of the group were regularly admissible (Fig. 2). For example, the percent of students from this group who received low scholarship citations or were dropped is proportionately lower than for EOP students as a whole, while the percent receiving high scholarship citations is relatively high. Asian-Americans achieved an average UW GPA of 2.4, tied for highest among the ethnic groups (Tables 7 and 8; Figure 6).

Chicano students deviate little from expected values on academic actions except for a greater number of high scholarship citations and

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*As noted earlier, graduation rate is partly determined by the length of time one is enrolled in a program, a factor not controlled in this study.

a smaller number of low scholarship citations (Figure 6). Their achievement on these two measures is not surprising in view of their cumulative UW GPA of 2.4 (Table 7). Chicanos as a group are represented less frequently (earn proportionately fewer grades) in colleges other than Arts and Sciences than are other ethnic groups (Table 8).

Both Native American and White students, the smallest groups, generally performed near their expected values on all academic actions, though the graduation rate for the former is low (Figure 6). Their respective average UW gpa's are 2.0 and 2.1 (Table 7).

The average number of credits earned per quarter varies little across ethnic groups. Asian-Americans are high with 10.5 credits and Whites are low with 9.5 credits (Table 7).

The ethnic groups rank order on UW cum. GPA as follows:

UW cum. GPA	Ethnic Group	Number of Students
2.4	Asian-American	473
2.4	Chicano	374
2.2	Black	1,292
2.1	White	99
2.0	Native American	246

(All-UW undergraduate GPA (1969-1973 average) = 2.8)*

Sex. Sex difference findings on academic performance, where they exist, favor women (Tables 9 and 10; Figure 7). Though neither withdrawal nor graduation rate of women departs from expected values, the low scholarship and dropped rates are noticeably lower. The cum. GPA of EOP women students is 2.3 in contrast to the men's 2.2. Earlier, women were

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*A. H. Gibbons, Cumulative UW GPA Distributions for the Academic Years 1966-67 through 1973-74 by Class, Sex and Quarter, IER 112-10, September 18, 1974. The 2.8 GPA figure cited includes EOP students, though their relatively small number entering into the calculated value affects its magnitude only slightly.

shown to have a higher proportional representation than men in the admissions groups with favorable success expectancies--their somewhat better academic showing, then, is to be expected.

UW College attended. Table 11 shows student performance by UW college or school last attended. A high percentage of EOP students, about 90%, were enrolled in the College of Arts and Sciences (the all-UW undergraduate figure for the same time period is 70%). The remainder, approximately 10%, is scattered throughout the other eight colleges and schools with the largest percent, about 3%, in Business Administration.

There is some variation among academic units both in number of credits enrolled and credits completed per quarter but the differences are not large and do not suggest that time to complete degrees will vary with colleges attended (to the extent that graduation is based on a norm of 180 credits).

Because too few students were in each of the colleges or schools outside of Arts and Sciences to make college-to-college comparisons meaningful, data were combined in order to contrast the performance of A&S EOP students with all non-A&S (other colleges and schools) EOP students. In general, non-A&S students as a group outperform their A&S cohorts (Figure 8). The non-A&S or professional students, proportionately, receive more high scholarship and fewer low scholarship citations; withdraw or are dropped less frequently; have a substantially higher graduation rate; and earn higher cum. GPA's (non-A&S = 2.5; A&S = 2.2). The grade differential is apparent from the tables of grade distributions. In general, non-A&S students proportionately earn more B and C grades and fewer E and I grades than do A&S students. The disparity in favor of the professional students is determined in part by two factors--a large number

of transfer students (78%) and a small number of higher risk students (8%) from the high school entry groups.

Credit completion. The Evans, Morishima study mentioned on page 3 noted that EOP students who earned 10 credits or more per quarter on the average were superior on most academic success factors to those earning fewer than 10 credits per quarter. The present study also examines success as a function of average earned quarterly credits and confirms the earlier finding that academic achievement is positively related to amount of progress (Table 12 and Figure 9).

A natural break occurs between students earning 9 credits or fewer (N = 1,252) and those earning 10 or more (N = 1,307) in terms of separating the EOP students into roughly two equally-sized groups. Achievement differences between these two halves are considerable. The low-credit group enrolled for 13.1 quarter credits, on the average, but completed only 5.7. The withdrawal rate was high and the graduation rate low. Just slightly under half the low-credit group (N = 556) received one or more low scholarship citations and about 80% of all academic drops were in the low-credit group. The average UW cum. GPA for this group was 1.8.

About one-third of this low-credit group (N = 471) is distinguishable by particularly poor performance (Table 12). Though enrolled for 12 credits per quarter on the average, they earned but 2.3 credits. The withdrawal rate, low scholarship, and drop rate are high; the graduation rate and high scholarship rate are almost negligible. (Figure 9) The average UW GPA earned by these 471 students is 1.0.

By contrast, the high-credit group (10 or more average quarterly credits) was far superior. A full reversal of the picture just drawn describes the high group reasonably well. Indicative of the group's

success is their average UW cum. GPA of 2.7 based on an average of 12.9 credits earned per quarter. The top fifth of the high credit (N = 246) is outstanding and, among other creditable accomplishments, earned a UW cum. GPA of 3.0 based on 16.1 earned quarterly credits; an achievement better than that of the average of all UW undergraduates.

Table 13 and the companion Figure 10 show the startling reversals from predominantly high to low grades as one shifts from high-credit to low-credit-earning students. A tautology of sorts is portrayed by the data, of course. Students who attempt many courses but complete few (and with a low GPA) necessarily become members of a low-credit group experiencing few high and probably many low grades. The reverse, of course, holds for the high-credit group (15 or more quarterly credits).

An important question, then, is: are the students in the high-credit group distinguishable from those in the low-credit group in terms of characteristics identified in this study? The answer is--"partly."

There are no sex differences of any importance that explain the data. Men and women are proportionately distributed within each credit group according to their number.

A breakdown by ethnic group (Table 14) shows some differentiation only in the case of Asian-Americans who, proportional to all EOP students, have 8% more high-credit students and Native-Americans who, proportionately, have 7% fewer high-credit students. These group differences are discernible but not sizable. The three other ethnic groups are bunched together between the two extremes. One must look elsewhere than to ethnic composition for understanding of the achievement differences.

An analysis of earned credit by admissions group, however, discloses some useful information about performance differences (Table 15 and Figure 11). As with other earlier comparisons, the regularly admissible

groups, I and IV, stand out as most successful. Sixty-seven percent of the Group I and 55% of the Group IV students generally earned 10 or more credits per quarter (and with associated higher grades). Group V performed at a modest 47% figure. But only 34% of Group III and 35% of Group VI (GED) were able to maintain a 10 or more credit quarterly average. Table 15 shows that the Group III and VI students are almost entirely absent from the highly productive 15 or more quarterly credit group but present to a considerable degree in the very unproductive 4 or fewer quarterly credit group.

There is suppertive data, then, for the view that EOP students who enter the UW with "better" traditional preparation tend to progress faster and achieve higher. But the difficulty with the generalization resides with the term tend. This describes a group effect and not the behaviors of all group members. Clearly some of the regularly admissible students fall into the lowest credit group (0-4 credits) and a small percentage of the students admitted on a discretionary basis end up in the highest credit group (15 or more). Other factors than pre-UW academic preparation obviously contribute to college success but we do not know what these are with any precision. This is a problem which plagues the prediction of academic success in general--research into such important factors as motivation and personality structure has not been sufficiently productive to identify ways in which these factors can be practically used for university admissions purposes.

Contrasts

Figure 12 and Table 16 display the different percent of grades achieved by all EOP students for the four Autumn quarters of 1969, 1970, 1971 and 1972 and thus offer trend data. There is a remarkable consistency in grading pattern for each of the fall quarters, as indicated

by the graph in Figure 12. The only notable change in grade pattern over the four-year period occurs with the 1969 grades: fewer A's and PW's, more B's and E's. The general stability of the four-year pattern indicates that grade achievement (and by inference, average cum. GPA) of EOP students as a group neither increased nor decreased much over the period of study. During the same period, the all-University undergraduate GPA increased slightly from 2.7 to 2.8.

Figure 13 portrays the EOP grade pattern along with the all-University grade pattern for the combined fall quarters covering 1969 through 1971 (also see Tables 16 and 17). Achievement for the EOP students, as interpreted from the graphic highs and lows, lags behind all-undergraduate achievement. The only points at which the two graphs essentially coincide are those for grades C, EW and X and thereby explain the cum. GPA difference earlier observed between EOP and all undergraduate students.

A factor which partly contributes to comparative lower grade achievement for EOP students is the disproportionate number of 100-level courses they take in contrast with all undergraduate students. Table 18 indicates that 100-level courses formed 48% of all graded courses for EOP students; the comparable figure for all undergraduates is about 35%. Since 100-level courses are generally graded lower than 200-400 levels,* the percent differential just described is bound to have some depressing effect on EOP grade achievement. Why courses beyond the 100 level receive somewhat higher grades is conjecture, but probably is the result of such factors as more select student enrollments, increased student skill in meeting educational objectives, eased grading standards, etc.

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*Quarterly Grade Distribution Reports, Registrar's Office, University of Washington.

Conclusions

The Educational Opportunity Program has clearly established itself as an important element within the University. The Program has shown considerable success in attracting to the University over the period 1969-73 a growing number of students from different ethnic origins. For the successive academic years of 1969-70, 1970-71, 1971-72 and 1972-73, EOP students entered the Program at the following rates (as a percent of the 2,615 students included in the study): 16%, 27%, 27% and 30%. Of the total, transfer students from two- and four-year colleges made up 51%, those entering directly from high school comprised 46%, and those admitted with GED credentials constituted 3%.

It was noted earlier that transfer students comprised a large percentage (78%) of the EOP students who enrolled in colleges other than Arts and Sciences. To some degree this is an artifact of the structure of most professional degree programs which require students to undertake their lower-division preparation within the more diversified curriculums of Arts and Sciences. Therefore, many of the students who entered the Arts and Sciences college directly from high school and accumulated credit at modest rates would not have completed sufficient lower-division course work (and possibly not achieved a sufficient GPA) to qualify for entry to the professional schools.

Women were not recruited in as large numbers as men, 1,081 (41%) compared to 1,534 (59%), but on the average offered stronger admissions credentials (and, we noted, realized higher UW achievement).

Of the 2,615 students entering the UW through the EOP during 1969-73, a little over half (1,355) met the regular admissions standards for either transfers or freshmen. This admissions statistic was disproportionately influenced by the enrollment of transfer students because 66% of all transfer

students exceed the minimum entrance standard. But of the students entering directly from high school, only 41% were regularly admissible. Some UW achievement effects associated with entrance standards will be discussed later in this section.

The EOP students as a group evidenced an adequate but not strong achievement record characterized by an above-passing cum. GPA (2.2) and a quarterly credits-earned average of 10.3. The percentile distribution (Table 19) of grade point averages displays considerable variation in achievement indicating, for reasons not fully describable by student demographic characteristics, examples of both very high and very low grade achievement.

The provision of specialized counseling and tutoring services by the EOP seems not to have dramatically increased the group achievement of EOP students beyond levels traditionally predictable from entrance credentials. Possibly this is partly explained by the findings of Schill*, based on the performance of a sample of EOP students enrolled during 1973-74, that only 20% of those dropped or withdrawing from the University made any use of tutoring services. The percentage of use by students continuing was only slightly higher--26%. He goes on to report, "...it was expected that the [EOP] students admitted under [discretionary] admission policies would be more likely than [EOP] students admitted under standard admission policies to avail themselves of tutoring, but such was not the case."

It was noted earlier that achievement analyzed by the variables of sex and ethnic group membership did not provide any significant information

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*W. Schill, Evaluation of EOP Supportive Services, preliminary manuscript, 1974.

that would help in decisions for improving the program. Probably the most useful clues about differential achievement and the possibilities for improved student selection are to be found in the analyses based upon admissions groups. Table 5 shows a regular progression from higher to lower group achievement associated with level of prior grade performance at entrance. This has been a common finding for students in general at universities like the UW for as long as achievement studies have been done. EOP students, then, appear to be no different from other undergraduates with respect to the imperfect but substantial relationship between pre-UW and later UW achievement. Further information bearing upon this important observation is to be found in Table 15, where the regularly admissible groups I and IV, in contrast to the other groups, make the best progress towards completion of degree (credits completed) and quality of scholarship (GPA).

The achievement outcomes resulting from this study differ in no appreciable way from the related findings of the two earlier studies (Durand et al. and Evans et al.) reviewed at the beginning of this document. The study of EOP student progress currently being conducted by Dr. William Schill of the UW faculty and mentioned on page 19 uses a methodology, including sampling strategies and data collection period (1973-74 only) sufficiently different from the approach used in this study to make many cross-comparisons likely.

A prescription for a selection method guaranteeing optimum EOP student achievement in all its dimensions cannot be derived from the results of this study. There are undoubtedly personal factors outside of academic skills which determine for many students whether or not they can maintain satisfactory progress at the University. Traditional research inquiry into some of the more obvious of these such as interest

patterns, motivation and commitment to career goals has not had sufficient payoff to aid greatly in the improvement of university selection procedures. Possibly the EOP staff can help identify the personal attributes (e.g., perseverance) of aspiring minority and disadvantaged college students that are both capable of assessment and bear some measurable relationship to academic success. If this is possible, then such assessments when integrated with the more traditional measures of educational readiness could increase* the success rate of EOP selection procedures.

But it is clear from the data that the further the University departs from its established undergraduate admissions standards in the selection of EOP students, the less is the student success rate in terms of traditional achievement. The University is limited in the resources it can apply to the Educational Opportunity Program and students who cannot profit from the University's instructional program displace support services and financial resources from others who could.

The foregoing stresses the need for the EOP to concentrate on the selection of students who either meet or closely approach the usual admissions standards if a stronger record of group achievement is to be attained. This point has even greater force when one notes that the University last fall implemented a new freshman admissions program which

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*However, an increase in selection efficiency will occur only if the personal attribute measures add to the store of information known about student talent. For example, if attribute measures, whatever the labels they carry, essentially reproduce information about talent already identified from previous grade records (i.e., correlate highly with previous grades) there will be no gain in selection efficiency.

has as its focus the selection of students with only the highest entrance credentials. Such a policy guarantees a continuing enrollment of a sizable body of highly talented freshmen who unquestionably will influence the standards of achievement to be expected from all undergraduates, including those in the EOP.

Importantly, enrollment data for EOP students gathered since the closing data of the present study, Summer 1973, shows a definite recent trend toward the admittance of larger numbers of students with stronger entrance credentials. The tabulation below compares the number and percent of EOP students admitted during Fall 1969 through 1973 with those admitted during Fall 1973 through Fall 1974 on several different admissions levels.

		GPA at Entry from High School				GPA at Entry from College				
		≥2.5	2.5-2.0	<2.0 & GED	Sub-total		≥2.0	<2.0	Sub-total	Total
Entered UW Fall 1969 through Summer 1973	N	479	414	366	1259 (49%)	N	876	451	1327 (51%)	2586 (100%)
	Percent High School Entrants	38%	33%	29%	100%	Percent Transfer Entrants	66%	34%	100%	
Entered UW Fall 1973 through Fall 1974	N	374	475	154	1003 (59%)	N	632	48	680 (41%)	1683 (100%)
	Percent High School Entrants	37%	48%	15%	100%	Percent Transfer Entrants	93%	7%	100%	

Initially, one notes the largest percentage of students now enter directly from high school (plus some GED students)--59% for 1973-74 vs. 49% for 1969-73. Correspondingly transfer admissions as a percent of the total dropped to 41% from 51% for the same two periods.

Among the entrants from high school, there has been a shift away from the lowest credentialed group (<2.0 GPA or GED) in favor of the middle group (2.5-2.0 GPA). The lowest group was reduced in percentage from 29% in 1969-73 to 15% in 1973-74 and the middle group for the same periods was increased in percentage from 33% to 48%. The percent of EOP students admitted with the best high school grade averages (>2.5 GPA) changed negligibly from the early to the recent period.

Among EOP transfer students a radical change is evident from the early to the recent period in the percent of those entering the UW with regularly admissible GPA's. In 1969-73 34% of all EOP transfers had not achieved a 2.00 college GPA prior to entry to the UW. The comparable figure for recent transfer entrants is only 7%. Consequently all but a small number of EOP transfer students now meet minimal transfer criteria.

Clearly there has been improvement in the selection of the 1973-74 EOP entrants over those from 1969-73 (most decisively for transfer students) and improved selection should eventuate in a stronger undergraduate academic record for the recently admitted students. A follow-up study similar to the one just completed should be undertaken in a year or two to verify the success of the more stringent entrance criteria now apparently being applied.

APPENDIX

Student Information System

The transcript analysis has been designed for periodic updating of data by the Educational Opportunity Program whenever it wishes to run an identical performance analysis on other Program students. The University of Washington's update program for the CDC 6400 and Cyber 73 were used for ease of establishing controls of data and program. A master file exists for updating future data tapes. Data may be added or deleted through the update program to create a new update data tape which in turn is converted to a CDC "standard" data tape appropriate for data processing. Additionally, the data tape may be sort merged to drop out particular elements of the data desired by researchers for additional analysis. This procedure allows for flexibility in manipulating data and minimizes card handling.

The data formats, program listings, flowcharts, and control cards will be separately described in a technical manual, EOP (SIS) Technical Run Manual, to be produced by the Educational Assessment Center, PB-30, University of Washington, Seattle, WA 98195.

FIGURES

1. Number of New Students Entering EOP for Each of Four Years (1969-1973)

2. Percent of Enrollment by Admission Group for Each of Five Ethnic Groups

3. Percent of Male and Female in Each Entrance Group

4. Academic Actions by Admission Groups

5. Percentage of Grades Achieved by EOP Undergraduate Admissions Groups for Fall 1969 through Summer 1973

6. Academic Actions by Ethnic Groups

7. Academic Actions of EOP Students by Sex

8. Academic Actions by College

9. Academic Actions by Average Credits Earned Per Quarter

10. Percentage of Grades Achieved by EOP Undergraduates Who Earned Different Quarterly Credit Averages for the Period Fall 1969 through Summer 1973

11. Comparisons of Credits Earned by Admission Groups for Period of Fall 69 through Summer 73

12. Percent Grades Achieved by All EOP Undergraduate Students for Each of Four Fall Quarters: 1969, 1970, 1971, 1972

13. Comparison of Grade Distributions for EOP and All-University Undergraduate Students for the Combined Fall Quarters 1969, 1970 and 1971

Figure 1

Number of New Students Entering
EOP for Each of Four Years (1969-1973)

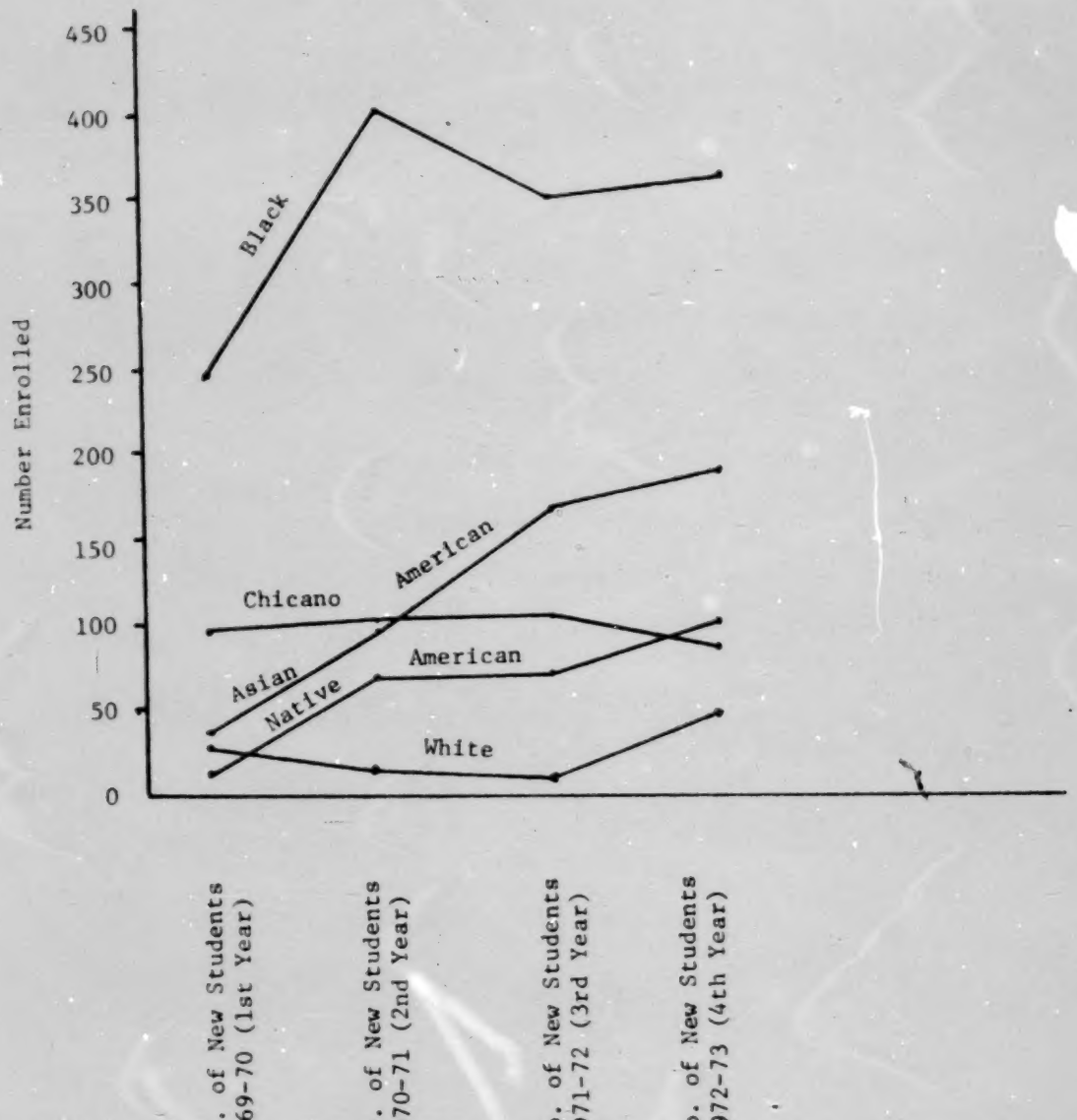


Figure 2
Percent of Enrollment by Admission Group for Each of Five Ethnic Groups

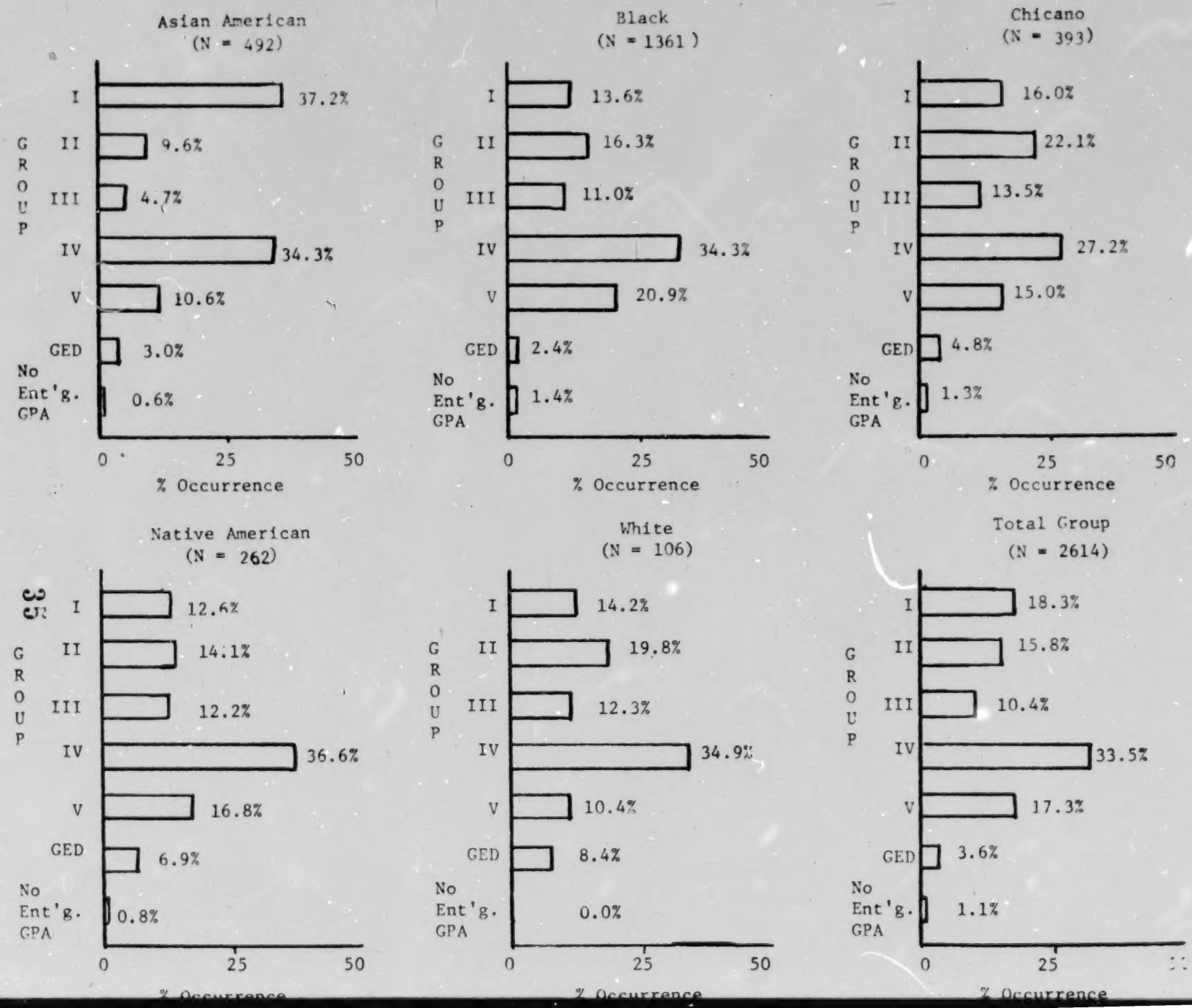


Figure 3

Percent of Male and Female in Each Entrance Group

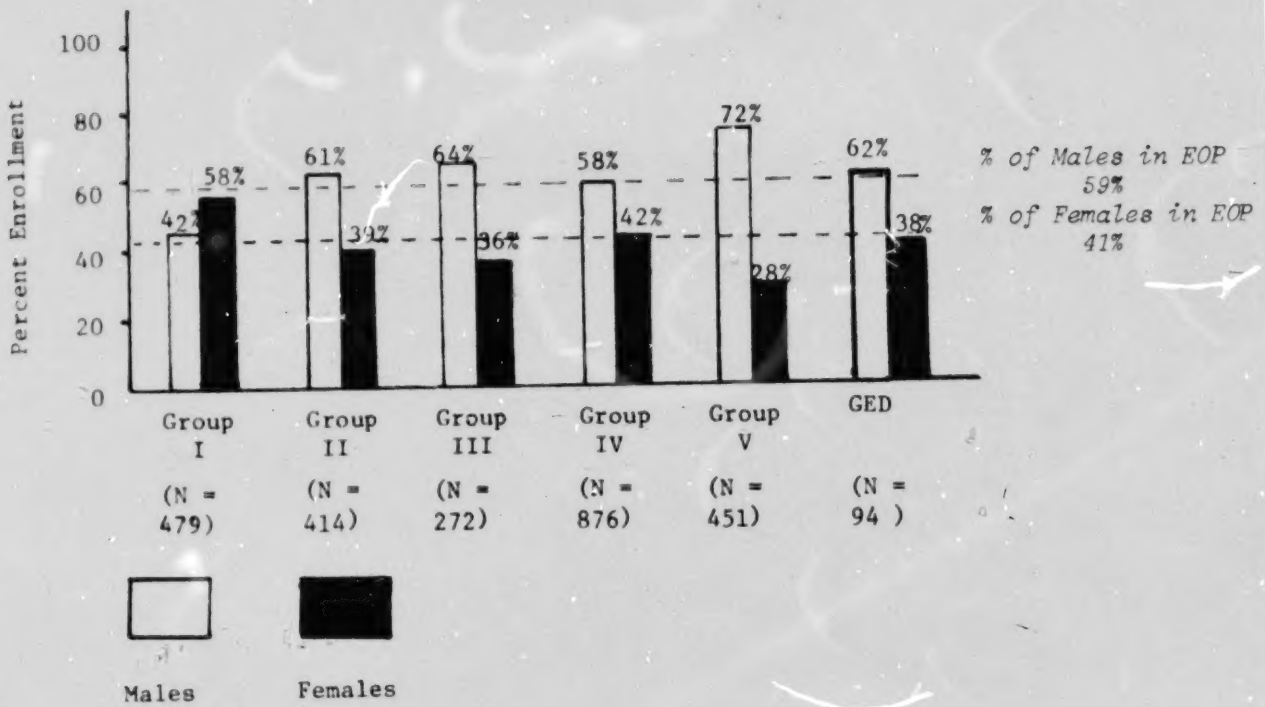
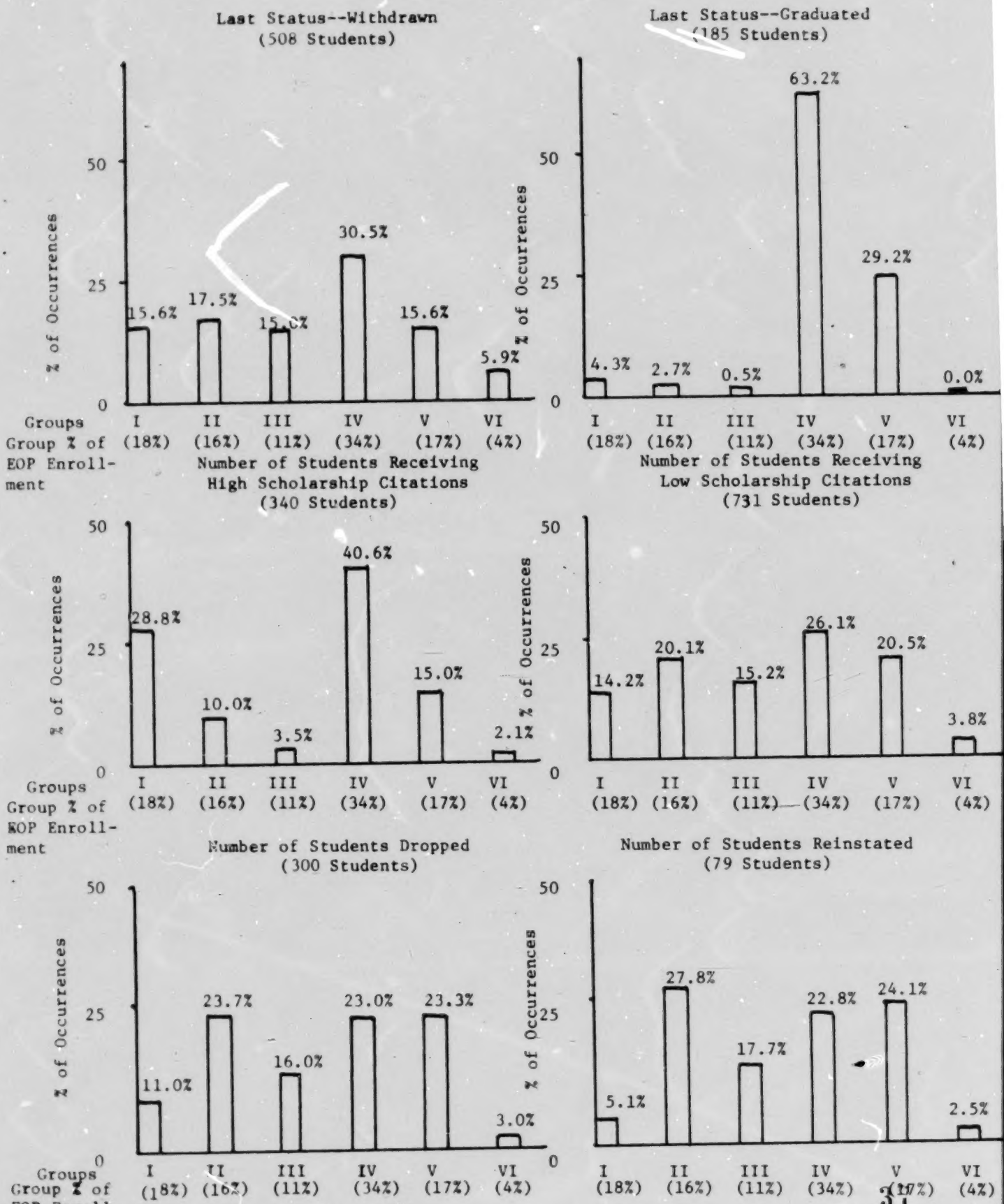


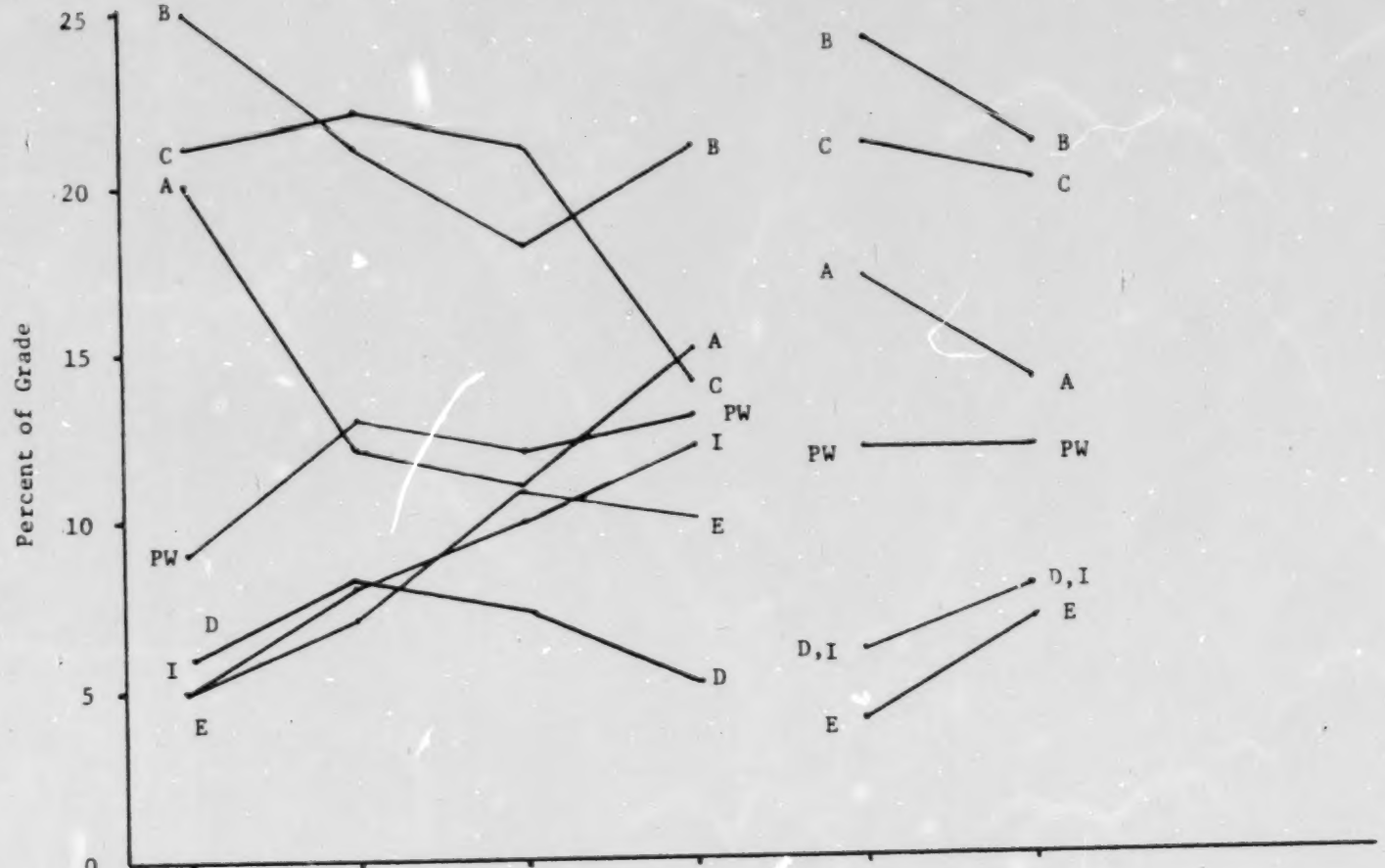
Figure 4
Academic Actions by Admission Groups*



*Computations exclude 26 students with no previously recorded GPA.

Figure 5

PERCENTAGE OF GRADES ACHIEVED* BY EOP UNDERGRADUATE ADMISSIONS GROUPS FOR FALL 1969 THROUGH SUMMER 1973



*Grades of N, X, CR/S, NC/NS and AU omitted from graph

Figure 6
Academic Actions by Ethnic Groups

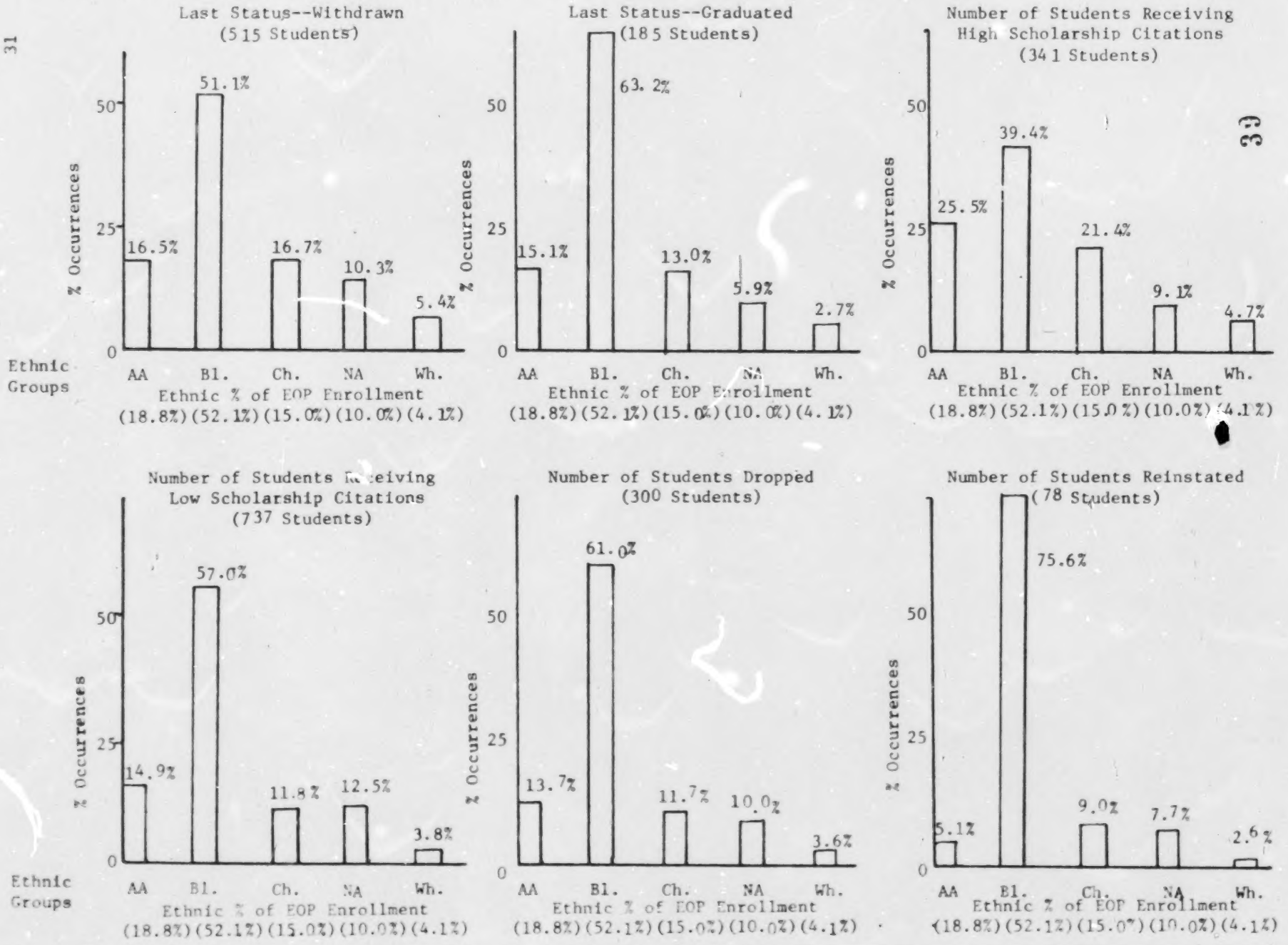


Figure 7

Academic Actions of EOP Students by Sex

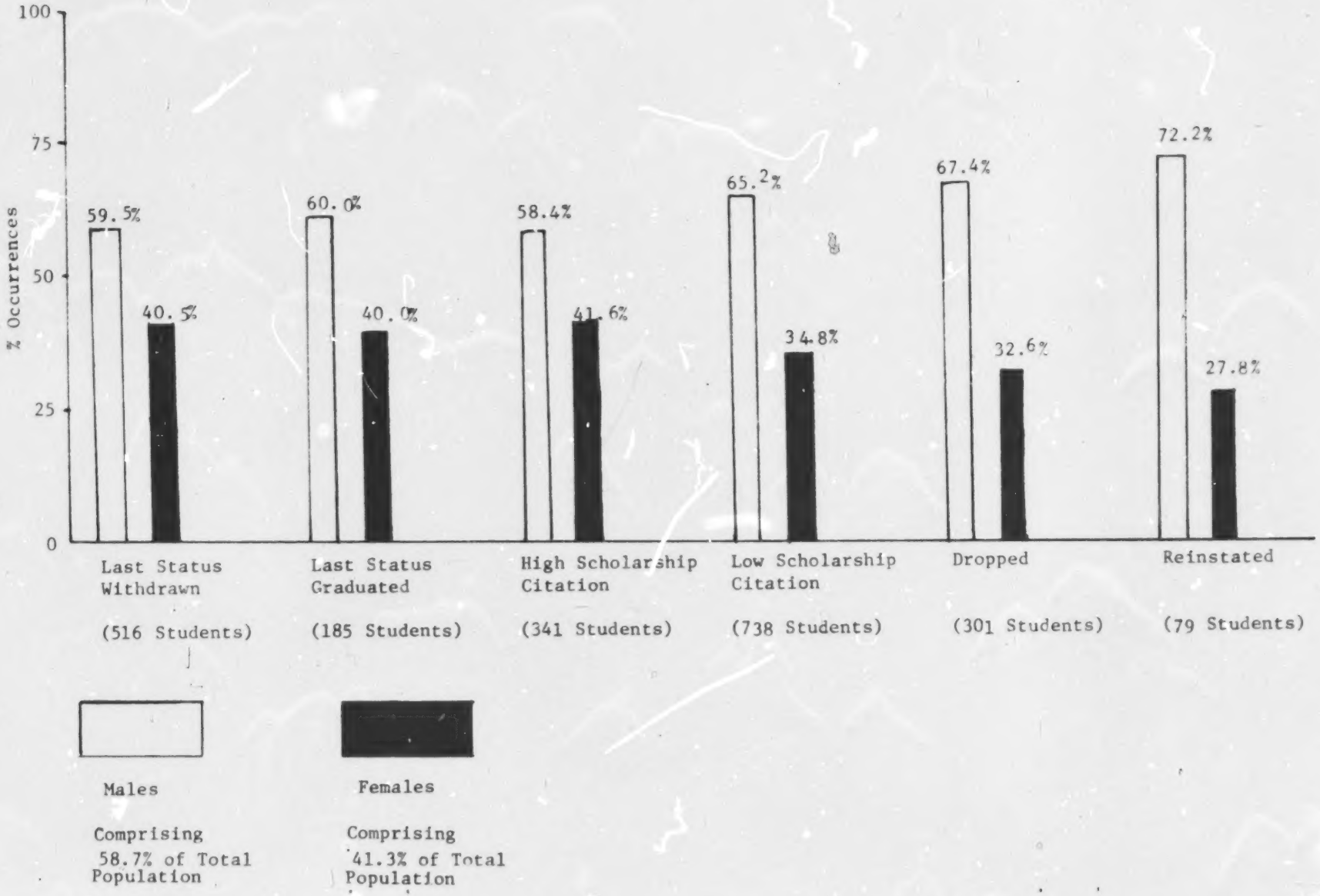


Figure 8

Academic Actions by College

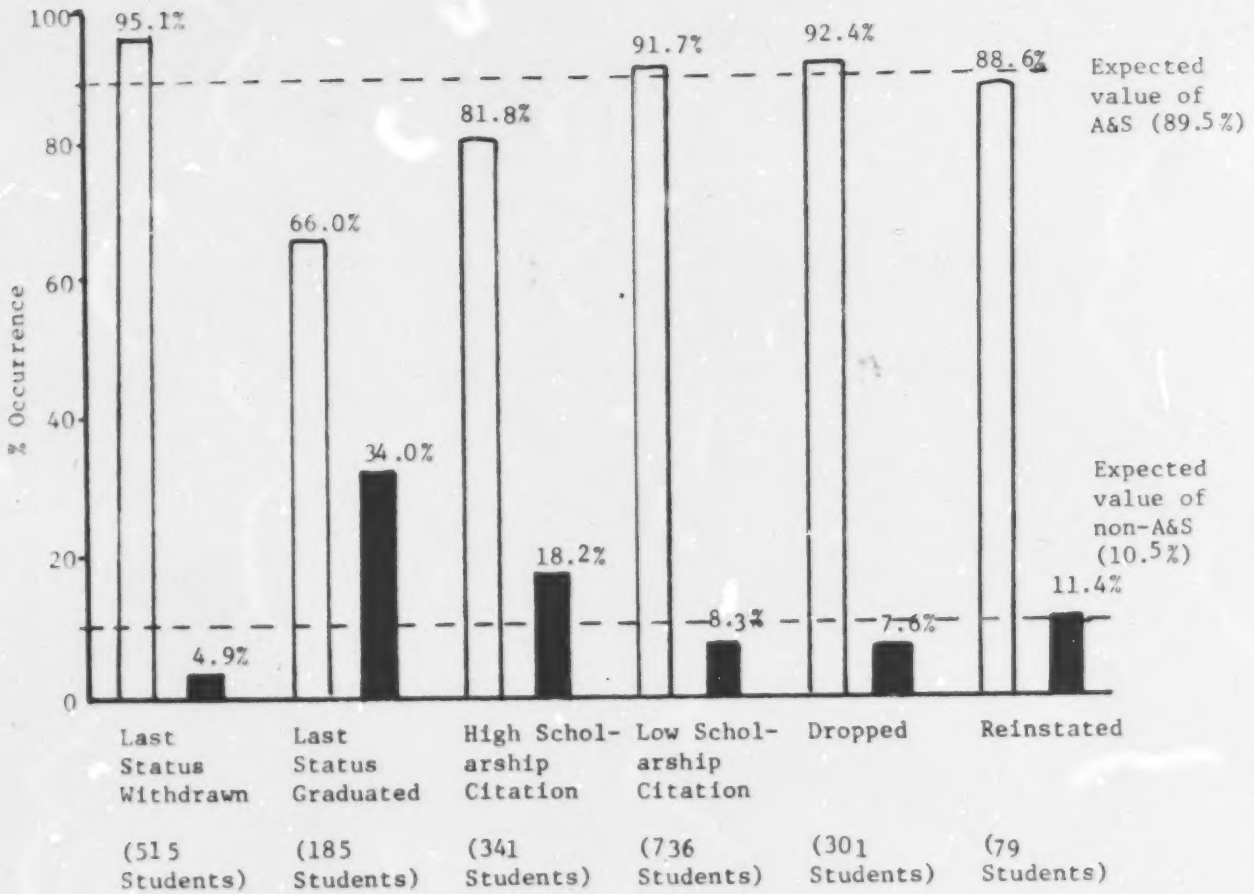
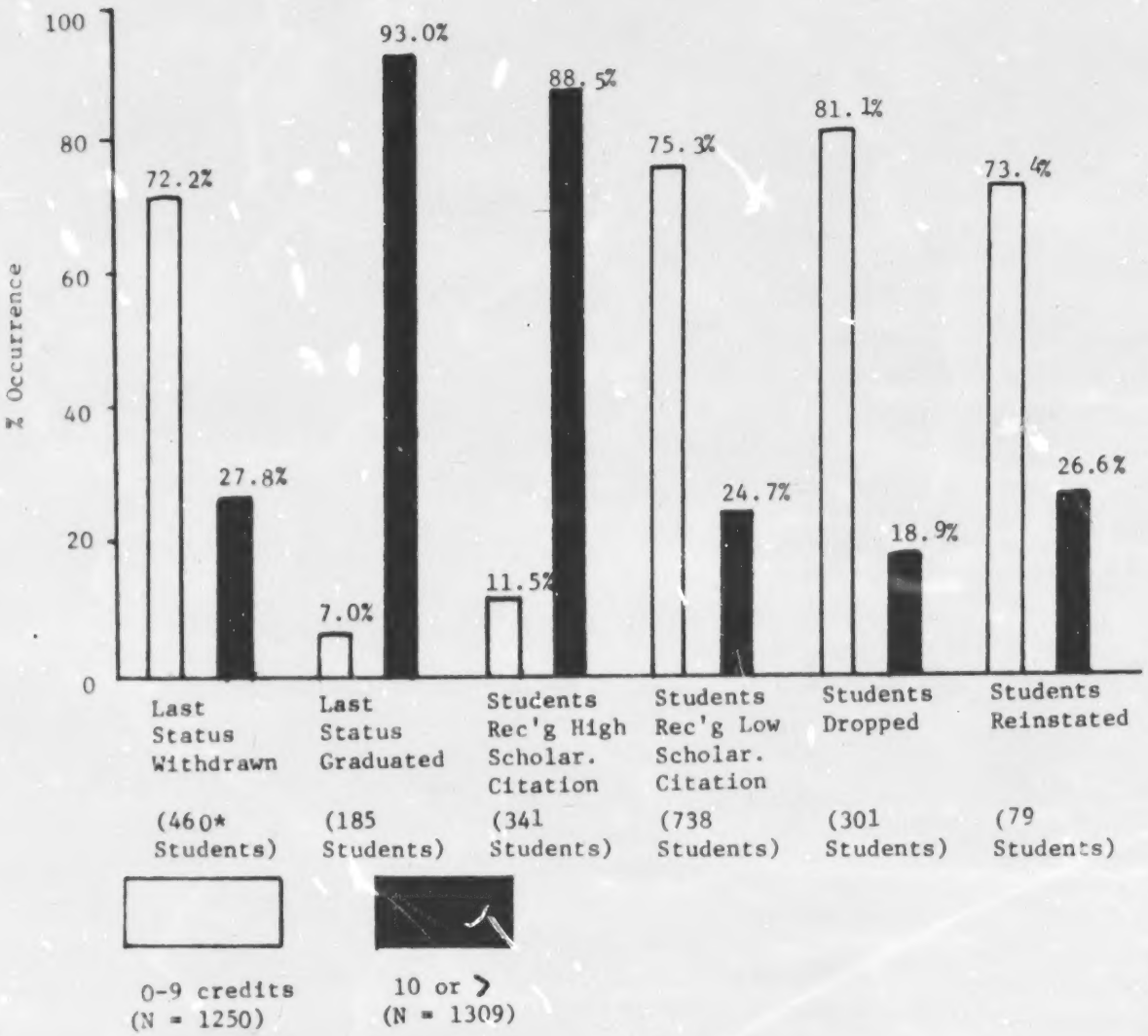


Figure 9

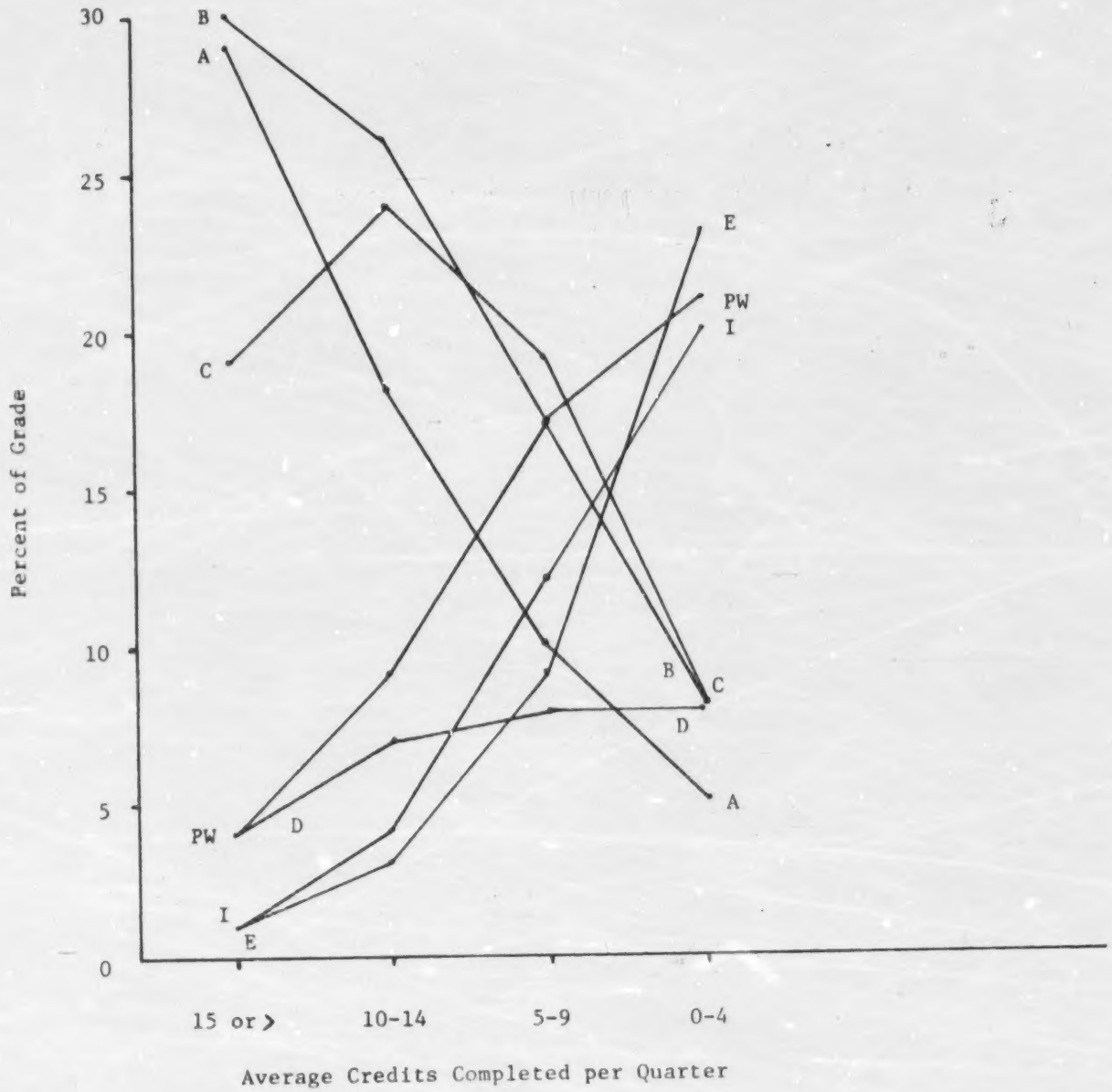
Academic Actions by Average Credits Earned per Quarter



*Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned.

Figure 10

PERCENTAGE OF GRADES ACHIEVED* BY EOP UNDERGRADUATES
WHO EARNED DIFFERENT QUARTERLY CREDIT AVERAGES FOR THE PERIOD FALL 1969 THROUGH SUMMER 1973



*Grades of N, X, CR/S, NC/NS and AU omitted from graph

Figure 11

Comparisons of Credits Earned by Admission Groups
for Period of Fall 69 through Summer 73

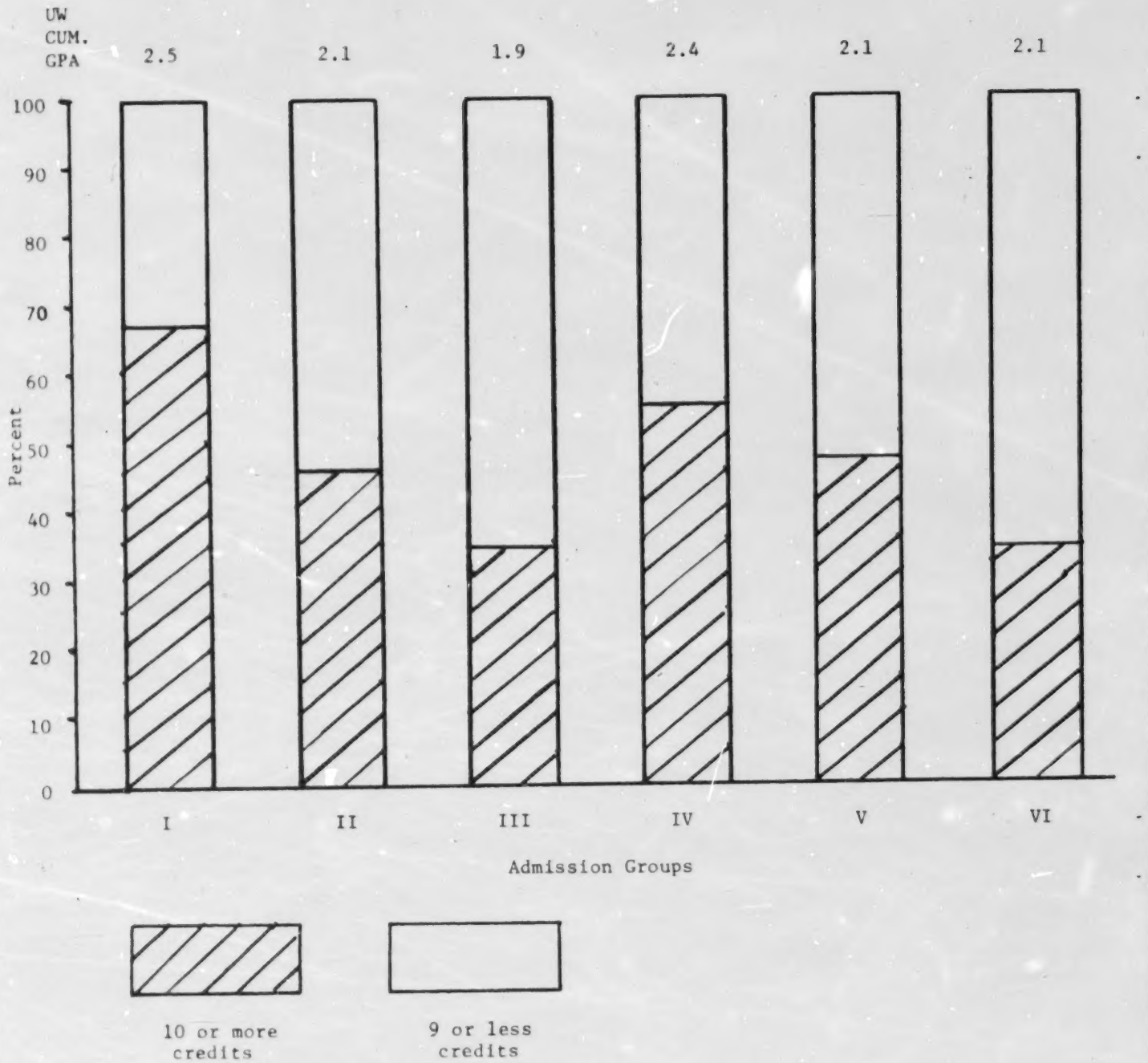
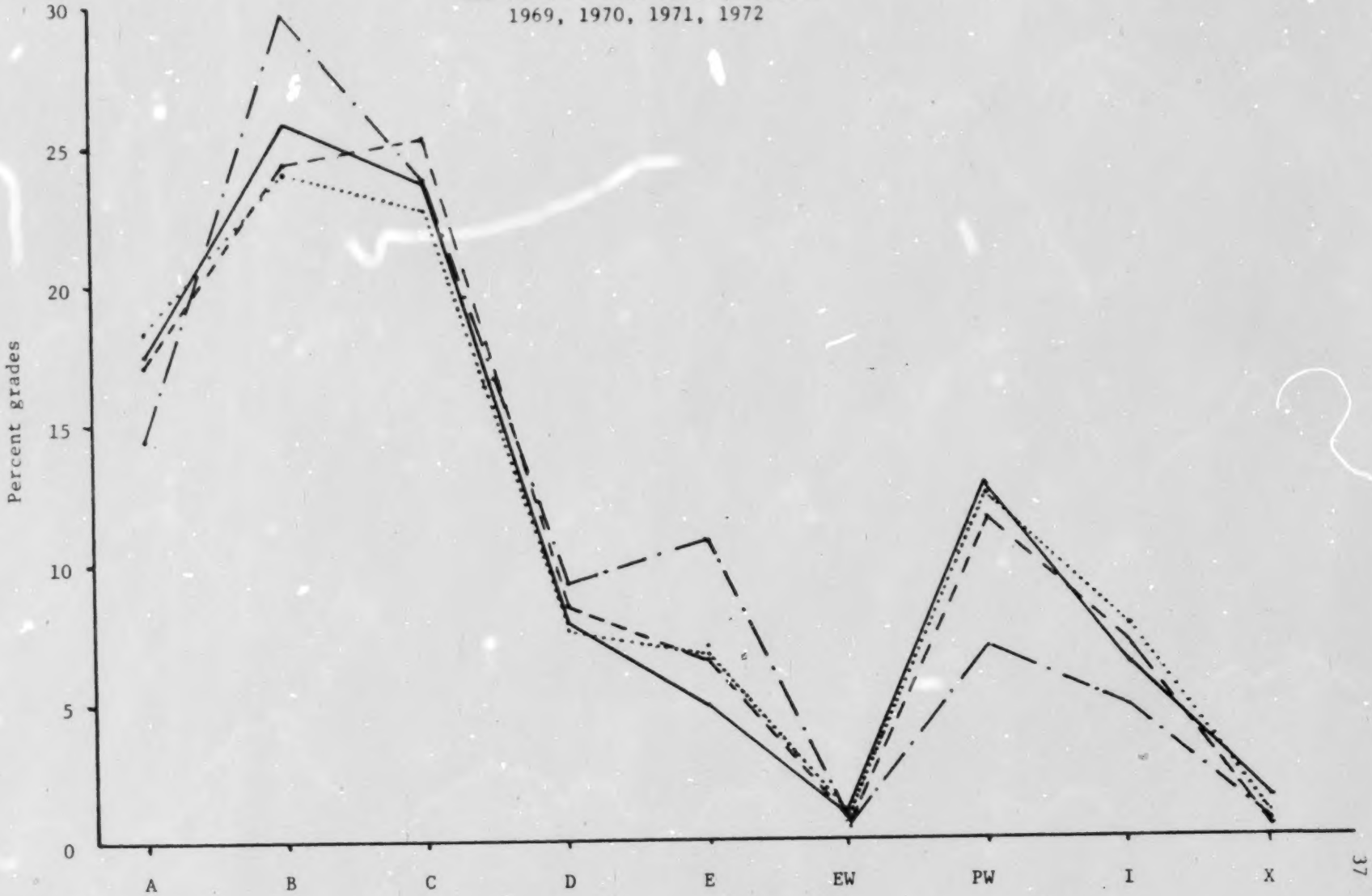


Figure 12

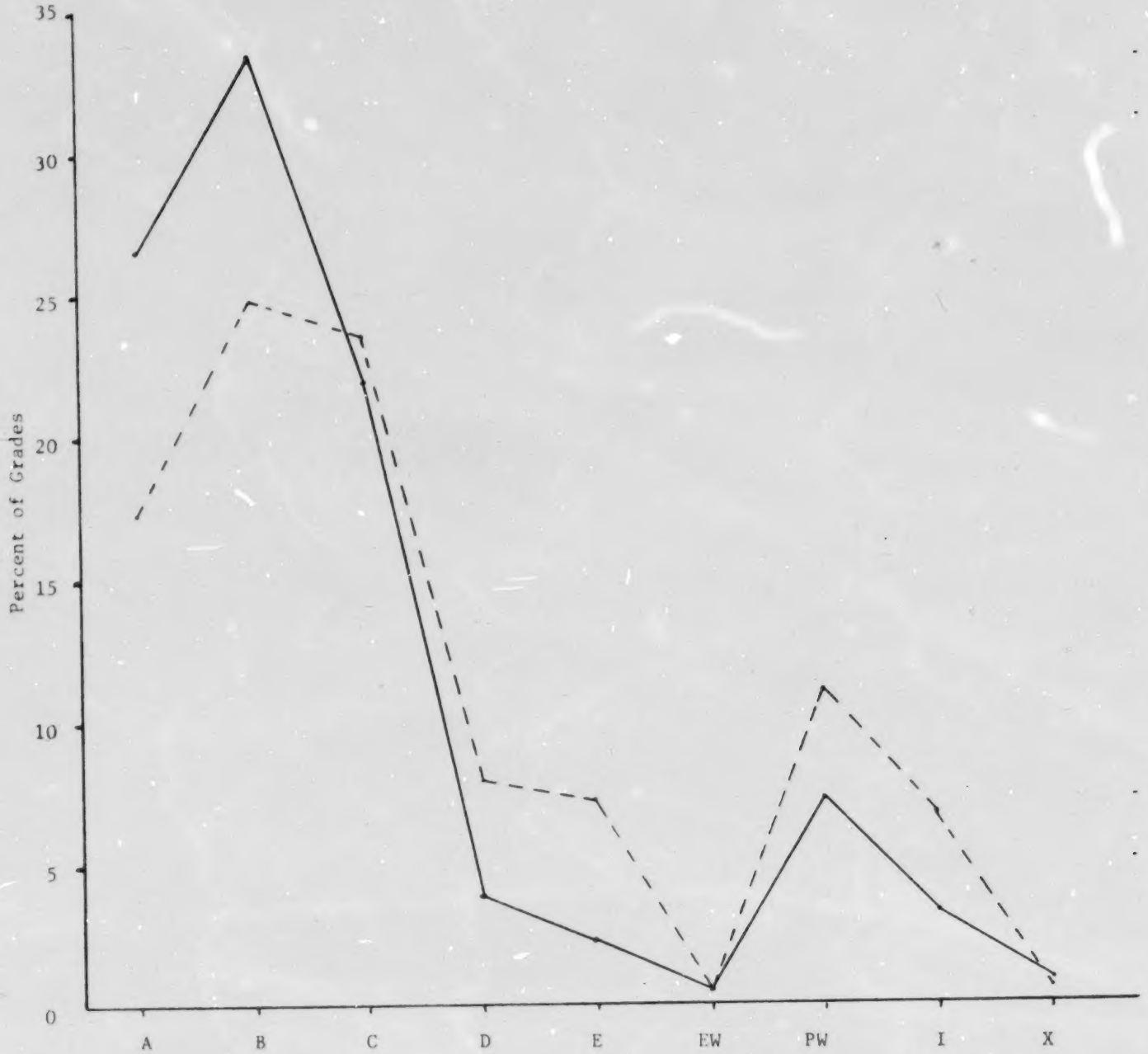
Percent Grades Achieved* by All EOP Undergraduate Students
for Each of Four Fall Quarters:
1969, 1970, 1971, 1972



*Grades of N, CR/S, NC/NS and AU have been omitted from calculations.

Figure 13

COMPARISON OF GRADE DISTRIBUTIONS* FOR EOP
AND ALL-UNIVERSITY UNDERGRADUATE STUDENTS
FOR THE COMBINED FALL QUARTERS 1969, 1970 AND 1971



*Grades of N, CR/S, NC/NS and AU have been omitted from calculations.

TABLES

1. EOP Students by Year Attended, Autumn 1969 through Summer 1973

2. EOP Students by Last Institution Attended, Autumn 1969 through Summer 1973

3. EOP Students by Entering Admissions Groups, Autumn 1969 through Summer 1973

4. Entering Mean G.P.A. of EOP Students by Last Institution Attended, Autumn 1969 through Summer 1973

5. Academic Achievement of EOP Students by Entering Admission Group, Autumn 1969 through Summer 1973

6. EOP Composite Grade Distribution Fall 69 through Summer 73: By Admission Groups

7. Academic Achievement of EOP Students by Ethnic Group, Autumn 1969 through Summer 1973

8. EOP Composite Grade Distribution Fall 69 through Summer 73: By Ethnic Group

9. Academic Achievement of EOP Students by Sex, Autumn 1969 through Summer 1973

10. EOP Composite Grade Distribution Fall 69 through Summer 73: By Sex

11. Academic Achievement of EOP Students by Last College Attended, Autumn 1969 through Summer 1973

12. Academic Achievement of EOP Students by Blocks of Average Quarterly Credits Earned, Autumn 1969 through Summer 1973

13. EOP Composite Grade Distribution Fall 69 through Summer 73: By Average Credits Earned per Quarter

14. Distributions of Average Quarterly Credits Earned by Ethnic Groups for Fall 1969 through Summer 1973

15. Distributions of Average Quarterly Credits Earned by Admissions Groups for Fall 1969 through Summer 1973

Tables, 2

16. EOP Grade Distribution Covering Course Levels 100 through 400: By Fall Quarter Only, 1969, 1970, 1971 and 1972

17. All-University Grade Distribution Covering Course Levels 100 through 400: By Fall Quarter Only, 1969, 1970, and 1971

18. EOP Composite Grade Distribution Fall 69 through Summer 73: By Course Level

19. Frequency Distribution of UW Cum. GPA for all EOP Students Enrolled Autumn Quarter 1969 through Summer Quarter 1973

TABLE 1

EOP STUDENTS BY YEAR ATTENDED

Autumn 1969 through Summer 1973

Year Attended	Asian American	Black	Chicano	Native American	White	Unknown	Totals
Autumn 1969 through Summer 1970							
Male	25	148	70	10	20	1	274
Female	13	95	28	6	10	0	152
	38	243	98	16	30	1	426
	(7.7%)	*(17.9%)*	*(24.9%)*	*(6.1%)*	*(28.3%)*	*(100%)*	*(16.3%)*
Autumn 1970 through Summer 1971							
Male	63	238	75	41	11	0	428
Female	36	163	28	31	7	0	265
	99	401	103	72	18	0	693
	(20.1%)	*(29.5%)*	*(26.2%)*	*(27.5%)*	*(17.0%)*	*(0%)*	*(26.5%)*
Autumn 1971 through Summer 1972							
Male	90	190	63	44	7	0	394
Female	76	164	43	28	4	0	315
	166	354	106	72	11	0	709
	(33.7%)	*(26.0%)*	*(27.0%)*	*(27.5%)*	*(10.4%)*	*(0%)*	*(27.1%)*
Autumn 1972 through Summer 1973							
Male	104	186	54	60	34	0	438
Female	85	177	32	42	13	0	349
	189	363	86	102	47	0	787
	(38.4%)	*(26.7%)*	*(21.9%)*	*(38.9%)*	*(44.3%)*	*(0%)*	*(30.1%)*
GRAND TOTALS							
Male	282	762	262	155	72	1	1,534
Female	210	599	131	107	34	0	1,082
	492	1,361	393	262	106	1	2,615
	(100%)	*(100%)*	*(100%)*	*(100%)*	*(100%)*	*(100%)*	*(100%)*

TABLE 2

EOP STUDENTS BY LAST INSTITUTION ATTENDED

Autumn 1969 through Summer 1973

Institution Attended	Asian American	Black	Chicano	Native American	White	Unknown	Totals
Students entering from high school:							
Male	130	289	134	62	29	1	645
Female	126	287	74	42	20	0	549
	256	576	208	104	49	1	1,194
	(52.0%)	*(42.3%)*	*(52.9%)*	*(40.4%)*	*(46.2%)*	*(100%)*	*(45.6%)*
Students entering as transfers:							
Male	143	454	113	83	38	0	831
Female	78	298	53	57	10	0	496
	221	752	166	140	48	0	1,327
	(44.9%)	*(55.3%)*	*(42.5%)*	*(53.2%)*	*(45.3%)*	*(0%)*	*(50.7%)*
Students entering with General Education Degree (G.E.D.):							
Male	9	19	15	10	5	0	58
Female	6	14	4	8	4	0	36
	15	33	19	18	9	0	94
	(3.0%)	*(2.4%)*	*(3.6%)*	*(6.4%)*	*(8.5%)*	*(0%)*	*(3.6%)*
GRAND TOTALS							
Male	282	762	262	155	72	1	1,534
Female	210	599	131	107	34	0	1,081
	492	1,361	393	262	106	1	2,615
	(100.0%)	*(100.0%)*	*(100.0%)*	*(100.0%)*	*(100.0%)*	*(100.0%)*	*(100.0%)*

TABLE 3

EOP STUDENTS BY ENTERING ADMISSIONS GROUPS

Autumn 1969 through Summer 1973

Admissions Groups	Asian American	Black	Chicano	Native American	White	Unknown	Totals
Group I - High School G.P.A. > 2.50:							
Male	79	71	29	17	5	0	201
Female	104	114	34	16	10	0	278
	183	185	63	33	15	0	479
	(37.2%)	*(13.6%)*	*(16.0%)*	*(12.6%)*	*(14.2%)*	*(0.0%)*	*(100.0%)*
Group II - High School G.P.A. 2.00 - 2.49:							
Male	32	120	64	23	14	0	253
Female	15	102	23	14	7	0	161
	47	222	87	37	21	0	414
	(9.6%)	*(16.3%)*	*(22.1%)*	*(14.1%)*	*(19.8%)*	*(0.0%)*	*(100.0%)*
Group III - High School G.P.A. < 2.00:							
Male	18	87	37	20	10	1	173
Female	5	63	16	12	3	0	99
	23	150	53	32	13	1	272
	(4.7%)	*(11.0%)*	*(13.5%)*	*(12.2%)*	*(12.3%)*	*(100.0%)*	*(100.0%)*
Group IV - Transfer G.P.A. > 2.00:							
Male	101	260	63	55	29	0	508
Female	68	207	44	41	8	0	368
	169	467	107	96	37	0	876
	(34.3%)	*(34.3%)*	*(27.2%)*	*(36.6%)*	*(34.9%)*	*(0.0%)*	*(100.0%)*
Group V - Transfer G.P.A. < 2.00:							
Male	42	194	50	28	9	0	323
Female	10	91	9	16	2	0	128
	52	285	59	44	11	0	451
	(10.6%)	*(20.9%)*	*(15.0%)*	*(16.8%)*	*(10.4%)*	*(0.0%)*	*(100.0%)*

TABLE 3, con't.

EOP STUDENTS BY ENTERING ADMISSIONS GROUPS

Autumn 1969 through Summer 1973

Admissions Groups	Asian American	Black	Chicano	Native American	White	Unknown	Totals
Group VI - General Education Degree (G.E.D.):							
Male	9	19	15	10	5	0	58
Female	6	14	4	8	4	0	36
	15	33	19	18	9	0	94
	(3.0%)	*(2.4%)*	*(4.8%)*	*(6.9%)*	*(8.4%)*	*(0.0%)*	*(100.0%)*
Students with no previously recorded G.P.A.	3	19	5	2	0	0	29
	(0.6%)	*(1.4%)*	*(1.3%)*	*(0.8%)*	*(0.0%)*	*(0.0%)*	*(100.0%)*
TOTALS							
Male	282	762	262	155	72	1	1,534
Female	210	599	131	107	34	0	1,081
	492	1,361	393	262	106	1	2,615
	(100.0%)	*(100.0%)*	*(100.0%)*	*(100.0%)*	*(100.0%)*	*(100.0%)*	*(100.0%)*

TABLE 4

ENTERING MEAN G.P.A. OF EOP STUDENTS* BY LAST INSTITUTION ATTENDED

Autumn 1969 through Summer 1973

Last Institution Attended	Asian American	Black	Chicano	Native American	White	Unknown	Totals
Entering from High Schools							
Male	2.65	2.16	2.20	2.22	2.19	1.27	2.28
Female	3.00	2.38	2.43	2.35	2.57	.00	2.53
	2.79	2.19	2.23	2.23	2.34	1.27	2.34
Entering as College Transfers							
Male	2.26	2.00	1.91	2.23	2.51	.00	2.08
Female	2.55	2.24	2.49	2.36	2.64	.00	2.34
	2.36	2.10	2.10	2.28	2.54	.00	2.18

*Totals exclude 26 students with no previous G.P.A. available.

TABLE 5

ACADEMIC ACHIEVEMENT OF EOP STUDENTS BY ENTERING ADMISSION GROUP

Autumn 1969 through Summer 1973

Academic Progress	Students Entering Direct from High School with GPA ≥ 2.50		GPA 2.49-2.0		GPA < 2.00		Students Entering from 2-yr. or 4-yr. Colleges with GPA ≥ 2.00		GPA < 2.00		Students Qualified by G.E.D.		Totals	
Average no. credits earned per quarter	11.6	(473[a])	9.6	(403)	8.7	(262)	10.6	(865)	10.6	(439)	8.0	(91)	10.4	(2,533)[b]
Average no. credits attempted per quarter	14.8	(473)	14.2	(403)	14.2	(262)	14.3	(865)	14.4	(439)	13.5	(91)	14.3	(2,533)[b]
Cumulative UW GPA	2.45	(461)	2.07	(387)	1.87	(254)	2.40	(843)	2.14	(433)	2.06	(84)	2.24	(2,462)[c]
Academic Actions														
Last status--withdrawn	15.6%	(79)	17.5%	(89)	15.0%	(76)	30.5%	(155)	15.6%	(79)	5.9%	(30)	100.0%	(508)
Last status--graduated	4.3%	(8)	2.7%	(5)	0.5%	(1)	63.2%	(117)	29.2%	(54)	0.0%	(0)	100.0%	(185)
Number of students receiving high scholarship citation	28.8%	(98)	10.0%	(34)	3.5%	(12)	40.6%	(138)	15.0%	(51)	2.1%	(7)	100.0%	(340)
Number of students receiving low scholarship citation	14.2%	(104)	20.1%	(147)	15.2%	(111)	26.1%	(191)	20.5%	(150)	3.8%	(28)	100.0%	(731)
Number of students dropped	11.0%	(33)	23.7%	(71)	16.0%	(48)	23.0%	(69)	23.3%	(70)	3.0%	(9)	100.0%	(300)
Number of students reinstated	5.1%	(4)	27.8%	(22)	17.7%	(14)	22.8%	(18)	24.1%	(19)	2.5%	(2)	100.0%	(79)
Percent Group Comprises of Total EOP Students	18.5%	(479)	16.0%	(414)	10.5%	(272)	33.9%	(876)	17.4%	(451)	3.6%	(94)	100.0%	(2,586)

[a] Number in parentheses represents all cases entering into the calculated value. [b] Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned. In addition, 26 students with no entering gpa's are excluded from this table. [c] Total is further reduced by presence of records having only non-graded credits (S, Cr) in which instance no computed gpa exists.

Table 6

EOP COMPOSITE GRADE DISTRIBUTION FALL 69 THROUGH SUMMER 73: *BY ADMISSION GROUPS*

A. Arts and Sciences

	Percent of Grades														[Number of
Group	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	Grades]
Group I	20	25	21	5	4	0	10	5	0	1	8	0	0	100%	[6,613]
II	12	21	22	8	8	1	12	8	1	1	5	0	0	100%	[5,684]
III	11	18	21	7	11	1	13	10	1	2	5	1	0	100%	[3,546]
IV	18	23	20	6	5	0	12	7	0	1	7	1	0	100%	[11,203]
V	14	19	19	8	8	0	12	10	1	2	6	1	0	100%	[6,120]
VI	15	21	14	5	10	0	13	12	2	3	3	0	0	100%	[1,002]
ALL GROUPS	16	22	20	7	7	0	12	8	1	1	6	0	0	100%	[34,168]

B. Other Colleges and Schools

	Percent of Grades														[Number of
Group	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	Grades]
Group I	16	22	24	8	6	0	8	5	0	1	8	0	0	100%	[940]
II	15	21	17	8	4	1	16	5	0	1	11	0	0	100%	[628]
III	11	20	21	9	4	0	11	6	0	1	15	0	0	100%	[242]
IV	17	27	22	5	2	0	11	4	0	1	11	0	0	100%	[3,384]
V	16	24	24	8	3	0	10	3	0	1	10	0	0	100%	[1,820]
VI	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-
ALL GROUPS	16	25	23	7	3	0	11	4	0	1	10	0	0	100%	[7,014]

C. Combined A and B

	Percent of Grades														[Number of
Group	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	Grades]
Group I	20	25	21	6	5	0	9	5	0	1	8	0	0	100%	[7,553]
II	12	21	22	8	7	1	13	8	1	1	6	0	0	100%	[6,312]
III	11	18	21	7	11	1	12	10	1	2	5	1	0	100%	[3,788]
IV	17	24	21	6	4	0	12	6	0	1	8	1	0	100%	[14,587]
V	14	21	20	8	7	0	12	8	0	2	7	1	0	100%	[7,940]
VI	15	21	14	5	10	0	13	12	2	3	3	0	0	100%	[1,002]
ALL GROUPS	16	22	21	7	6	0	12	7	1	1	7	0	0	100%	[41,182]

TABLE 7

ACADEMIC ACHIEVEMENT OF EOP STUDENTS BY ETHNIC GROUP

Autumn 1969 through Summer 1973

Academic Progress	Asian American		Black		Chicano		Native American		White		Total Group	
Average no. credits earned per quarter	10.5	(485)[a]	10.4	(1,326)	10.2	(385)	9.6	(259)	9.5	(103)	10.3	(2,558)[b]
Average no. credits attempted per quarter	14.2	(485)	14.4	(1,326)	14.3	(385)	14.3	(259)	14.1	(103)	14.3	(2,558)[b]
Cumulative UW GPA	2.44	(473)	2.18	(1,292)	2.39	(374)	2.04	(246)	2.08	(99)	2.24	(2,484)[c]
Academic Actions												
Last status--withdrawn	16.5%	(85)	51.1%	(263)	16.7%	(86)	10.3	(53)	5.4%	(28)	100.0%	(515)
Last status--graduated	15.1%	(28)	63.2%	(117)	13.0%	(24)	5.9%	(11)	2.7%	(5)	100.0%	(185)
Number of students receiving high scholarship citation	25.5%	(87)	39.3%	(134)	21.4%	(73)	9.1%	(31)	[illegible]	(16)	100.0%	(341)
Number of students receiving low scholarship citation	14.9%	(110)	57.0%	(420)	[illegible].8%	(87)	12.5%	(92)	3.8%	(28)	100.0%	(737)
Number of students dropped	13.7%	(41)	61.0%	(183)	11.7%	(35)	10.0%	(30)	3.6%	(11)	100.0%	(300)
Number of students reinstated	5.1%	(4)	75.6%	(59)	9.0%	(7)	7.7%	(6)	2.6%	(2)	100.0%	(78)
Percent Group Comprises of Total EOP Students	18.8%	(492)	52.1%	(1,361)	15.0%	(393)	10.0%	(262)	4.1%	(106)	100.0%	(2,614)

[a]Number in parentheses represents all cases entering into the calculated value.

[b]Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned.

[c]Total is further reduced by presence of records having only non-graded credits (S, Cr) in which instance no computed gpa exists.

Table 8

EOP COMPOSITE GRADE DISTRIBUTION FALL 69 THROUGH SUMMER 73: *BY ETHNIC GROUP*

A. Arts and Sciences

Ethnic Group	Percent of Grades A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	[Number of Grades]
Native Am.	15	21	19	7	8	0	12	9	1	2	5	1	0	100%	[2,935]
Asian Am.	18	25	21	5	5	0	11	5	0	1	9	0	0	100%	[5,896]
Black	15	21	21	8	7	0	11	9	1	1	6	1	0	100%	[18,591]
Chicano	17	23	20	6	6	0	12	7	1	1	5	1	0	100%	[5,745]
White	15	22	18	6	9	1	13	9	1	2	5	1	0	100%	[985]
ALL GROUPS	16	22	20	7	7	0	12	8	1	1	6	0	0	100%	[34,152]

B. Other Colleges and Schools

Ethnic Group	Percent of Grades A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	[Number of Grades]
Native Am.	14	26	24	5	2	0	9	6	0	1	12	0	0	100%	[656]
Asian Am.	17	28	25	5	3	0	9	3	0	1	8	0	0	100%	[1,257]
Black	15	23	23	7	3	0	11	4	0	1	11	0	0	100%	[4,062]
Chicano	22	25	19	6	2	0	12	3	0	1	10	0	0	100%	[769]
White	20	26	18	9	6	0	11	1	0	0	10	0	0	100%	[270]
ALL GROUPS	16	25	23	7	3	0	11	4	0	1	10	0	0	100%	[7,014]

C. Combined A and B

Ethnic Group	Percent of Grades A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	[Number of Grades]
Native Am.	14	22	20	6	7	0	12	9	1	2	6	1	0	100%	[3,591]
Asian Am.	18	25	21	5	4	0	11	5	0	1	9	1	0	100%	[7,153]
Black	15	22	21	8	6	0	11	8	1	1	7	1	0	100%	[22,653]
Chicano	18	23	20	6	6	0	12	7	1	1	6	0	0	100%	[6,514]
White	16	23	18	7	8	0	12	7	0	2	6	1	0	100%	[1,255]
ALL GROUPS	16	22	21	7	6	0	12	7	1	1	7	0	0	100%	[41,166]

TABLE 9

ACADEMIC ACHIEVEMENT OF EOP STUDENTS BY SEX

Autumn 1969 through Summer 1973

Academic Progress	Male		Female		Totals	
Average no. credits earned per quarter	10.1	(1,500)[a]	10.7	(1,059)	10.3	(2,559)[b]
Average no. credits attempted per quarter	14.5	(1,500)	14.2	(1,059)	14.3	(2,559)[b]
Cumulative UW GPA	2.17	(1,460)	2.34	(1,025)	2.24	(2,485)[c]
Academic Actions						
Last status--withdrawn	59.5%	(307)	40.5%	(209)	100.0%	(516)
Last status--graduated	60.0%	(111)	40.0%	(74)	100.0%	(185)
Number of students receiving high scholarship citation	58.4%	(199)	41.6%	(142)	100.0%	(341)
Number of students receiving low scholarship citation	65.2%	(481)	34.8%	(257)	100.0%	(738)
Number of students dropped	67.4%	(203)	32.6%	(98)	100.0%	(301)
Number of students reinstated	72.2%	(57)	27.8%	(22)	100.0%	(79)
Percent Group Comprises of Total EOP Students	58.7%	(1,534)	41.3%	(1,081)	100.0%	(2,615)

[a]Number in parentheses represents all cases entering into the calculated value.
[b]Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned.
[c]Total is further reduced by presence of records having only non-graded credits (S, Cr) in which instance no computed gpa exists.

Table 10

EOP COMPOSITE GRADE DISTRIBUTION FALL 69 THROUGH SUMMER 73: *BY SEX*

A. Arts and Sciences

	Percent of Grades														[Number of
Sex	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	Grades]
Male	15	21	20	7	8	0	12	8	1	1	6	1	0	100%	[20,708]
Female	17	24	20	7	5	0	11	7	1	1	7	1	0	100%	[13,476]
TOTAL	16	22	20	7	7	0	12	8	1	1	6	0	0	100%	[34,184]

B. Other Colleges and Schools

	Percent of Grades														[Number of
Sex	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	Grades]
Male	16	24	24	7	3	0	11	4	0	1	9	0	0	100%	[4,327]
Female	17	26	2[illegible]	6	3	0	10	4	0	1	12	0	0	100%	[2,687]
TOTAL	16	25	23	7	3	0	11	4	0	1	10	0	0	100%	[7,014]

C. Combined A and B

	Percent of Grades														[Number of
Sex	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	Grades]
Male	15	21	21	7	7	0	12	8	1	1	6	1	0	100%	[25,035]
Female	17	24	20	6	5	0	11	6	1	1	8	0	0	100%	[16,163]
TOTAL	16	22	21	7	6	0	12	7	1	1	7	0	0	100%	[41,198]

TABLE 11

ACADEMIC ACHIEVEMENT OF EOP STUDENTS BY LAST COLLEGE ATTENDED

Autumn 1969 through Summer 1973

Academic Progress	Architecture		Arts & Science		Business Administration		Education		Engineering		Fisheries		Forest Resources		Nursing		Pharmacy		Totals	
Average no. credits earned per quarter	12.3	(37)[a]	10.1	(2,271)	11.7	(77)	12.2	(66)	9.2	(30)	13.0	(3)	11.1	(7)	10.3	(50)	11.6	(5)	10.2	(2,546)[b]
Average no. credits attempted per quarter	15.6	(37)	14.3	(2,271)	14.4	(77)	15.1	(66)	13.0	(30)	14.5	(3)	14.0	(7)	13.4	(50)	14.5	(5)	14.3	(2,546)[b]
Cumulative UW GPA	2.51	(37)	2.21	(2,202)	2.49	(77)	2.66	(65)	2.29	(29)	2.98	(3)	2.39	(7)	2.43	(50)	2.46	(5)	2.24	(2,475)[c]
Academic Actions																				
Last status--withdrawn	0.0%	(0)	95.1%	(490)	1.2%	(6)	1.6%	(8)	1.2%	(6)	0.0%	(0)	0.2%	(1)	0.6%	(3)	0.2%	(1)	100.0%	(515)
Last status--graduated	3.8%	(7)	65.9%	(122)	15.7%	(29)	11.4%	(21)	0.5%	(1)	0.0%	(0)	0.5%	(1)	2.2%	(4)	0.0%	(0)	100.0%	(185)
Number of students receiving high scholarship citation	2.1%	(7)	81.8%	(279)	4.7%	(16)	5.3%	(18)	1.2%	(4)	0.6%	(2)	0.6%	(2)	3.2%	(11)	0.6%	(2)	100.0%	(341)
Number of students receiving low scholarship citation	1.2%	(9)	91.7%	(675)	1.8%	(13)	1.4%	(10)	1.1%	(8)	0.1%	(1)	0.1%	(1)	2.4%	(18)	0.1%	(1)	100.0%	(736)
Number of students dropped	1.3%	(4)	92.4%	(276)	1.0%	(3)	0.7%	(2)	1.3%	(4)	0.0%	(0)	0.3%	(1)	3.0%	(9)	0.0%	(0)	100.0%	(301)
Number of students reinstated	2.5%	(2)	88.6%	(70)	3.8%	(3)	1.3%	(1)	1.3%	(1)	0.0%	(0)	0.0%	(0)	2.5%	(2)	0.0%	(0)	100.0%	(79)
Percent Group Comprises of Total EOP Students	1.4%	(37)	89.4%	(2,327)	3.0%	(77)	2.5%	(66)	1.2%	(30)	0.1%	(3)	0.3%	(7)	1.9%	(50)	0.2%	(5)	100.0%	(2,602)

[a]Number in parentheses represents all cases entering into the calculated value. [b]Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned. In addition, 13 non-matriculated students do not enter computations in this table. [c]Total is further reduced by presence of records having only non-graded credits (S, Cr) in which instance no computed gpa exists.

TABLE 12

ACADEMIC ACHIEVEMENT OF EOP STUDENTS BY BLOCKS OF AVERAGE QUARTERLY CREDITS EARNED

Autumn 1969 through Summer 1973

Academic Progress	0-4 Credits		5-9 Credits		10-14 Credits		15 or More		Totals	
Average no. credits earned per quarter	2.3	(471)[a]	7.7	(781)	12.2	(1,061)	16.1	(246)	9.5	(2,559)[b]
Average no. credits attempted per quarter	12.0	(471)	13.7	(781)	14.7	(1,061)	17.0	(246)	14.1	(2,559)[b]
Cumulative UW GPA	1.04	(398)	2.14	(781)	2.60	(1,060)	2.96	(246)	2.24	(2,484)[c]
Academic Actions										
Last status--withdrawn	29.7%	(137)	42.5%	(195)	25.8%	(119)	2.0%	(9)	100.0%	(460)[b]
Last status--graduated	4.3%	(8)	2.7%	(5)	53.5%	(99)	39.5%	(73)	100.0%	(185)
Number of students receiving high scholarship citation	1.5%	(5)	10.0%	(34)	57.5%	(196)	31.0%	(106)	100.0%	(341)
Number of students receiving low scholarship citation	30.2%	(223)	45.1%	(333)	23.3%	(172)	1.4%	(10)	100.0%	(738)
Number of students dropped	29.6%	(89)	51.5%	(155)	18.6%	(56)	0.3%	(1)	100.0%	(301)
Number of students reinstated	15.2%	(12)	58.2%	(46)	25.3%	(20)	1.3%	(1)	100.0%	(79)
Percent Group Comprises of Total EOP Students	18.4%	(471)	30.5%	(781)	41.5%	(1,061)	9.6%	(246)	100.0%	(2,559)

[a] Number in parentheses represents all cases entering into the calculated value.

[b] Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned.

[c] Total is further reduced by presence of records having only non-graded credits (S, Cr) in which instance no computed gpa exists.

Table 13

EOP COMPOSITE GRADE DISTRIBUTION FALL 69 THROUGH SUMMER 73:

BY AVERAGE CREDITS EARNED PER QUARTER

A. *Arts and Sciences*

	Percent of Grades														[Number
Credits	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	of Grades]
15 or	30	30	20	4	1	0	4	1	0	0	9	0	0	100%	[3,824]
10-14	18	26	24	7	3	0	8	4	0	1	8	0	0	100%	[16,595]
5-9	10	17	19	8	9	1	17	12	1	2	4	1	0	100%	[10,491]
0-4	5	7	8	3	24	1	21	21	3	4	2	1	0	100%	[3,258]
ALL	16	22	20	7	7	0	12	8	1	1	6	0	0	100%	[34,168]

B. Other Colleges and Schools

	Percent of Grades														[Number
Credits	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	of Grades]
15 or	24	29	18	4	0	0	4	1	0	0	19	0	0	100%	[1,020]
10-14	17	26	26	7	2	0	8	3	0	0	10	0	0	100%	[4,174]
5-9	10	19	18	8	6	1	19	8	0	1	7	0	0	100%	[1,583]
0-4	8	21	12	8	12	0	21	8	0	3	7	0	0	100%	[237]
ALL	16	25	23	7	3	0	11	4	0	1	10	0	0	100%	[7,014]

C. Combined A and B

	Percent of Grades														[Number
Credits	A	B	C	D	E	EW	PW	I	N	X	CR S	NC NS	AU	TOTALS	of Grades]
15 or	29	30	19	4	1	0	4	1	0	0	12	0	0	100%	[4,844]
10-14	18	26	24	7	3	0	9	4	0	1	8	0	0	100%	[20,769]
5-9	10	17	19	8	9	0	17	12	1	2	4	1	0	100%	[12,074]
0-4	5	8	8	4	23	1	21	20	2	4	3	1	0	100%	[3,495]
ALL	16	22	21	7	6	0	12	7	1	1	7	0	0	100%	[41,182]

Table 14

DISTRIBUTIONS OF AVERAGE QUARTERLY CREDITS EARNED BY ETHNIC GROUPS FOR FALL 1969 THROUGH SUMMER 1973

	LOW CREDIT UW cum. gpa = 1.8			HIGH CREDIT UW cum. gpa = 2.7				
Ethnic Groups	0-4 Credits	5-9 Credits	SUB-TOTALS (< 10 Cr.)	10-14 Credits	15 or Credits	SUB-TOTALS (10 or > Cr.)	TOTALS	NO. OF STUDENTS*
Asian American	15%	25%	40%	48%	12%	60%	100%	485
Black	18%	32%	50%	40%	10%	50%	100%	1,326
Chicano	15%	34%	49%	44%	7%	51%	100%	385
Native American	26%	29%	55%	36%	9%	45%	100%	259
White	24%	26%	50%	41%	9%	50%	100%	103
All Ethnic Groups Combined	18%	30%	48%	42%	10%	52%	100%	2,558

*Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned.

Table 15

DISTRIBUTIONS OF AVERAGE QUARTERLY CREDITS EARNED BY ADMISSIONS GROUPS FOR FALL 1969 THROUGH SUMMER 1973

Admission Groups	LOW CREDIT UW cum. gpa = 1.8			HIGH CREDIT UW cum. gpa = 2.7				
	0-4 Credits	5-9 Credits	SUB-TOTALS (< 10 Cr.)	10-14 Credits	15 or > Credits	SUB-TOTALS (10 or > Cr.)	TOTALS	NO. OF STUDENTS*
Group I	13%	20%	*33%*	50%	17%	*67%*	100%	473
Group II	20%	34%	*54%*	42%	4%	*46%*	100%	403
Group III	25%	41%	*66%*	31%	3%	*34%*	100%	262
Group IV	16%	29%	*45%*	44%	11%	*55%*	100%	865
Group V	19%	34%	*53%*	37%	10%	*47%*	100%	439
Group VI	36%	29%	*65%*	34%	1%	*35%*	100%	91
All Admission Groups Combined	18%	30%	*48%*	42%	10%	*52%*	100%	2,533

*Total excludes 56 students who officially withdrew from the University within the first two weeks of their first quarter of work and subsequently never returned. In addition, 26 students with no entering gpa's are excluded from this table.

Table 16

EOP GRADE DISTRIBUTION COVERING COURSE LEVELS 100 THROUGH 400:

BY FALL QUARTER ONLY, 1969, 1970, 1971 and 1972

Fall Quarter	Percent of Grades A	B	C	D	E	EW	PW	I	X	TOTALS	[Number of Grades]
1969	14.4	29.6	23.7	9.1	10.8	0.3	6.9	4.8	0.5	100%	[1,149]
1970	17.0	24.2	25.2	8.3	6.4	0.3	11.4	7.0	0.3	100%	[2,278]
1971	18.3	24.0	22.6	7.5	6.5	0.2	12.3	7.7	0.9	100%	[3,556]
Subtotal	17.2	25.0	23.6	8.0	7.2	0.3	11.1	7.0	0.6	100%	[6,983]
1972	17.2	25.8	23.6	7.8	4.9	0.4	12.6	6.3	1.4	100%	[4,572]
TOTAL	17.2	25.3	23.6	8.0	6.3	0.3	11.7	6.7	.9	100%	[11,555]

Table 17

ALL-UNIVERSITY GRADE DISTRIBUTION COVERING COURSE LEVELS 100 THROUGH 400:

BY FALL QUARTER ONLY, 1969, 1970, and 1971

Fall Quarter	Percent of Grades A	B	C	D	E	EW	PW	I	X	TOTALS	[Number of Grades]
1969	24.9	34.4	23.9	4.6	2.3	0.2	6.6	2.5	0.6	100%	[84,143]
1970	26.9	33.5	21.8	3.7	2.0	0.2	7.3	3.3	1.2	100%	[79,207]
1971	28.5	32.6	20.1	3.7	2.2	0.2	7.7	3.7	1.3	100%	[79,398]
TOTAL	26.7	33.5	22.0	4.0	2.2	0.2	7.2	3.2	1.0	100%	[242,748]

Table 18

EOP COMPOSITE GRADE DISTRIBUTION FALL 69 THROUGH SUMMER 73: *BY COURSE LEVEL*

A. Arts and Sciences

Course Level	Percent of Grades										CR S	NC NS	AU	TOTALS	[Number of Grades]
	A	B	C	D	E	EW	PW	I	N	X					
100	14	21	21	7	8	0	13	7	1	1	5	0	0	100%	[17,219]
200	15	22	21	7	7	0	12	7	0	1	8	1	0	100%	[7,921]
300	19	26	20	6	4	0	8	8	0	2	5	0	0	100%	[5,710]
400	23	23	16	3	3	0	9	10	0	2	9	0	0	100%	[3,334]
ALL LEVELS	16	22	20	7	7	0	12	8	1	1	6	0	0	100%	[34,184]

B. Other Colleges and Schools

Course Level	Percent of Grades										CR S	NC NS	AU	TOTALS	[Number of Grades]
	A	B	C	D	E	EW	PW	I	N	X					
100	17	23	22	8	4	0	13	4	0	1	8	0	0	100%	[2,354]
200	13	22	23	8	4	0	12	5	0	0	13	0	0	100%	[1,458]
300	17	28	25	7	3	0	9	3	0	0	7	0	0	100%	[1,954]
400	19	26	19	3	1	0	7	4	0	2	17	0	0	100%	[1,248]
ALL LEVELS	16	25	23	7	3	0	11	4	0	1	10	0	0	100%	[7,014]

C. Combined A and B

Course Level	Percent of Grades										CR S	NC NS	AU	TOTALS	[Number of Grades]
	A	B	C	D	E	EW	PW	I	N	X					
100	14	21	21	7	8	0	13	7	1	1	6	1	0	100%	[19,573]
200	14	22	21	7	6	0	12	7	0	1	9	1	0	100%	[9,379]
300	19	26	21	6	4	0	9	7	0	2	5	0	0	100%	[7,664]
400	22	24	17	3	2	0	9	8	0	2	12	0	0	100%	[4,582]
ALL LEVELS	16	22	21	7	6	0	12	7	1	1	7	0	0	100%	[41,198]

TABLE 19

FREQUENCY DISTRIBUTION OF UW CUM. GPA FOR ALL EOP STUDENTS ENROLLED AUTUMN QUARTER 1969 THROUGH SUMMER QUARTER 1973

Grade Intervals	% Men	% Women	% All
3.8-4.0	1%	1%	1%
3.6-3.8	1%	2%	1%
3.4-3.6	2%	4%	3%
3.2-3.4	5%	7%	6%
3.0-3.2	6%	6%	6%
2.8-3.0	10%	10%	10%
2.6-2.8	9%	11%	10%
2.4-2.6	11%	10%	11%
2.2-2.4	12%	10%	11%
2.0-2.2	7%	8%	8%
1.8-2.0	10%	9%	9%
1.6-1.8	6%	5%	5%
1.4-1.6	3%	4%	3%
1.2-1.4	3%	2%	3%
1.0-1.2	2%	1%	1%
0.8-1.0	3%	2%	2%
0.6-0.8	1%	2%	2%
0.4-0.6	1%	1%	1%
0.2-0.4	1%	0%	1%
0.0-0.2	6%	5%	6%
TOTALS	100%	100%	100%
Mean cum. GPA	2.2	2.3	2.2
Median cum. GPA	2.3	2.4	2.4